

An Analysis Of Ambiguity In English Text Translations Into Bahasa Indonesia Made By Commercial Translators

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Abstract

This study is focused on the ambiguity in translators' translations. The objectives are to investigate the types of ambiguity used in the translators' translations. Descriptive study is used in writing this study. Descriptive study is intended to describe, explore and clarify the reality and social phenomena. In this study, the data of this study was collected by translation test. The translators were asked to translate four English texts, entitled Historical Introduction, A Framework for the Analysis and Evaluation of Theories of Translation, Biography of Shakespeare, and Catwoman. The data are three types of Ambiguity meaning namely structural ambiguity, lexical ambiguity and referential ambiguity. After analyzing the data, the writer found that there are only two ambiguities happen namely lexical ambiguity and referential ambiguity. The writer also concluded that lexical ambiguity is the most dominant type found in commercial translators' translations.

Key words: *Ambiguity meaning, structural ambiguity, lexical ambiguity, referential ambiguity*

1. Introduction

A problem comes when we cannot understand the content of a book that is written in English. In Indonesia, there are few people understand the text written in English well and also there are few books that have been translated in Indonesia because of the problem, Indonesia is still lack of information. Due to the fact that the books are not only written in our own language, it requires a process of translation.

Nida and Taber (1982:12) say that translating consists in reproducing the closest natural equivalence of a source language message into the receptor language. Equivalence is not only limited to the language equivalent, such as: word with word, sentence with sentence, but also included the meaning equivalent. The meaning equivalent can be in grammatical meaning. However, the meaning in a source language must be same in the target language. In addition, the accuracy must be concerned in determining the equivalence used in target language.

Accuracy in term of translation process is not like mathematical accuracy where two plus two equals four. This is almost impossible in translation. It refers to how much information in a source language transferred to a target language where the information in target language should be picked up as closely as possible the information or message in the source language.

Newmark (1981:170) says that accuracy in communicative translation basically lexical. The translator can treat the grammar flexibly and adroitly within limit, recasting unit to strengthen the logic of text but the lexis must be accurate.

In understanding the meaning, it is very important to know the role of meaning because it has a great contribution to delivery some information for the readers. But, in fact most of the readers always faced some problems when they try to get some meaning from English Text. They still find difficult in understanding the meaning in the sentence because some ambiguities meaning often occur in the text. As the result, they are not interested in reading English Text and bored. Beside that, the translators in

learning language always translate the Text by using their perception without care ambiguity. As consequent, their translation does not give good result.

Based on the explanation above, this study has the implication for teaching because by analyzing ambiguity, translators can make good translation. Therefore, it is very interesting to discuss ambiguity for the translators' translation.

There are some translators who work around campus USU, to help students in finishing their assignments. But the quality of translation is often ignored by the students. The main objective of this study is to find out the ambiguity in English translation into Indonesian made by commercial translators.

2. Translation

Nida and Taber (1982:12) in their book '*The theory and Practice of Translation*', say that translating consist in reproducing the closest natural equivalence of a source language message into the receptor language, firstly in terms of meaning and secondly in terms of style. According to Nida and Taber, translators should use the closest natural equivalent either in the meaning or the style of the receptor language. In other words, the result of translation should not sound as translation. Translation is concerned with the comparison of two languages. It is important to contrast the languages so that the differences can be understood. When the differences are discovered, it is easier for the translator to find the equivalent in the target language. The differences should be used as an aid

to understanding the problem of translation. There are:

1. The translator cannot find the shared information presented in both languages.
2. The translator is not familiar with types of a text, variety of cultural expressions and scientific explanation.

Actually there is no direct step in the procedures of translation. Larson (1984:476) clearly explains it that in actual practice of translation, the translator moves back and forth from the source text in order to find the receptor text. Some times he will be analyzing the source text to find the meaning, then restructuring this meaning in the receptor language, and moving back once again to look at the source text or the semantic analysis he has done.

A similar definition of translation is mentioned by Catford (1965: 20) in his book *A Linguistic Theory of Translation*, who says that translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

Widyamartaya (1989:14) in his book *Seni Menerjemahkan* says that translation is a process, which consists of activities bunch. In his book, he also gives how to translate the text, the sentence, and the letter.

Translation must be supported by the accuracy of translation. The accuracy refers to how much information in source language transferred to a target language, where the information in target language should be the some with the information or message in the source language. According to Newmark (1981: 178) in his book *Approaches To Translation*, the accuracy in communicative translation basically

lexical. The translator can treat the grammar flexibly and adroitly within to strengthen the logic of the text, but the lexis must be accurate.

Definitions of Translation

Translation in general may be regarded as an art and a skill. It as an art implies that this knowledge cannot be taught freely. We have to train our mind by exercising and repeating certain procedures acceptable. The ability can be improved through the constant practice. On the other hand translation as a skill or science suggest that anyone could be a translator provided that he or she is willing to learn some approaches or theories which derived primarily from linguistics.

There are some definitions of translation given by some linguists, and they are:

1. Brislin (1976: 1) defines “*Translation is the general term referring to the transfer of thought and ideas from one language (source) to another (target), whether the language are in written or oral form, whether the languages have established orthographies or do not have such standardization, or whether one or both languages are based on sign, as with sign languages of the deaf*”.
2. Nida and Taber (1982: 2) propose that translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in term of style. According to Nida and Taber, translators should use the closest natural equivalent either in the meaning or the style of the receptor language. In other words, the results of translation should not sound as translation but without changing the meaning of the source language.
3. Catford (1956: 20) state, “*...the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)*”.

Translation detail defines as transferring the meaning of the source language into the receptor language. It is meaning which is being transferred and must be held constant. Only the form changes. That's why ‘*Don't mention it*’ (as an answer of than you) not become ‘*Jangan menyebutnya*’ or ‘*Jangan sebutkan itu*’, but it should become ‘*Terimakasih kembali*’ or ‘*sama-sama*’. That's the meaning “*Don't mention it*” here.

Types of Translation

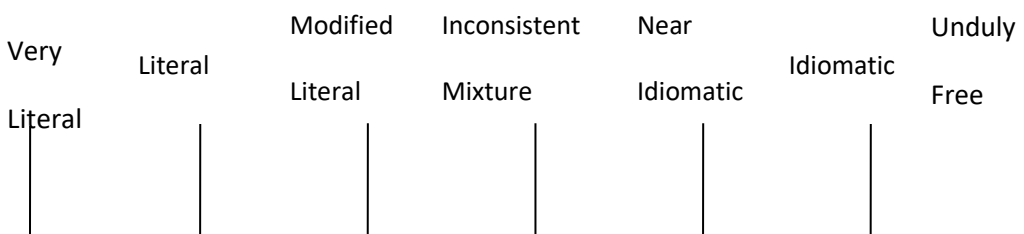
Generally, Translation divided consists of two types: literal translation and non-literal translation/free translation. Larson (1994: 15) says that translation is classified into two main types, namely form-based and meaning-based translation. Form-based translation attempts to follow the form of the Source Language and is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the Source Language text in the natural forms of the receptor language. Such translation is called idiomatic translation.

An interlinear translation is a completely literal translation. For some purpose, it is desirable to reproduce the linguistic feature of the source text, as in a linguistic study of that language. Although these literal translations may be very useful for purpose related to study of the Source interested in the meaning of the Source Language text. Larson (1984: 15) says that literal translation sounds like nonsense and little communication value. It can be understood if the general grammatical form of the two languages is similar.

Larson (1984: 16) says that except for interlinear translation, a truly literal translation is uncommon. Most translators who tend to translate literally actually make a partially modified literal translation. The translators modify the order and grammar to use an acceptable sentence structure in the receptor language. However, the lexical items are translated literally and still the results do not sound natural.

Larson (1984: 16) says that idiomatic translations use the natural form of the receptor language both in the grammatical construction and in the choice of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is his/her goal. For example, '*Be my guest*', the precise translation is '*Silakan*'. The native speakers who hear or read '*silakan*', the form is more different from literal translation (priority in form) "Jadilah tamu saya".

Larson (1984: 17) says that in practice, it is hard to consistently translate idiomatically or literally. These translations are often a mixture of literal and idiomatic forms of language. Translation then falls on a continuum from very literal to literal, to modified literal, to near idiomatic, to idiomatic, and may fall, even more on the unduly free as displayed below:



Unduly free translations are considered unacceptable translations for most purposes. Translations are called unduly free according to the following characteristic:

- 1). If they add extraneous information not in the source text.
- 2). If they change the meaning of Source Language, and.
- 3). If they distort the facts of the historical and cultural setting of the source language text.

Larson (1984: 17) says that sometimes unduly free translations are made for the purpose of humor to bring about a special response from the receptor language speakers. However, they are unacceptable as normal translation. For example:

English text:

"I was glad when Stepanus, Fortunatus and Achaicus arrived, because they supplied what was lacking from you. For they refreshed my spirit and yours also. Such men deserve recognition".

Unduly free translation in English:

“It sure is good to see Steve, Lucky and ‘Bid Bam’. They sorta make up your not being here. They’re a big boost to both me and you all. Let’s give them a big hand”.

Unduly free translation in Bahasa Indonesia:

“Gua gembira deh si Steve, si Untung, dan si Akaikus datang sebagai pengganti kangen gua pada lu. Mereka telah memberi semangat ame gua dan kalian semua. Mereka pantas dapat tepuk tangan yang meriah”.

Catford (1965: 21) makes categories of translation in terms of extent, levels, and ranks of translation. Based on the extent, he classifies translation into a full translation and a partial translation, on the levels of translation there are total and restricted translation and on the ranks there are rank bound and unbounded translation.

In a full translation, the entire text is submitted to the translation process, that is, every part of the source language text is replaced by text material. By text Catford (1965: 21) means any stretch of language, spoken or written, which is under discussion and according to circumstances a text, may be a whole library of books, a single volume, a chapter, a paragraph, a sentence, a clause, etc. In a partial translation, some parts of the Source Language text are left untranslated. They are simply transferred to the Target text. In a literary translation, it is uncommon for some Source Language lexical items to be treated in this way.

A total translation means replacement of Source Language grammar and lexis by equivalent Target Language grammar and lexis with consequential replacement of Source Language phonology/graphology by non equivalent Target Language Phonology/graphology, while a restricted translation means replacement of Source Language textual material by equivalent Target Language textual material at only the phonological or at the graphological level, or at only one of the two levels of grammar and lexis.

Rank-bound translation is translation in which the selection of TL equivalent is deliberately confined to one rank or a few ranks in the hierarchy of grammatical units, usually at word or morpheme rank, that is, setting up word-to-word or morpheme-to-morpheme equivalence. In contrast with this, normal translation in which the equivalence shifts freely up and down the rank scale is called unbounded translation. Sometimes it tends to be at the higher ranks, sometimes between larger units than the sentences.

Brislin (1976:3-4) says that based on the translator’s method, there are bounded and unbounded translations. Bounded translation is translation in which translator translates in one rank usually in an interlinear way without changing the translator is free to move from one form to another. It is done since it is only information needed in the translation and there is no importance of the form.

Based on practice translation, (Roman Jakobson in Susan Bassnett) divided into three types:

1. Intralingual translation (rewording) is an interpretation of verbal signs by means of other signs in the same language. For example: “*Dia sebatang kara*” can be translated like “*Dia hidup sendirian*”. In other words, the sentence in the source language is translated into the same language as the target language. In the intralingual translation, vast knowledge of the local or

native people should be possessed. There is no guarantee that the native speakers of a language possess the knowledge about their own people.

2. Interlingual translation is an interpretation of verb sign by means of some other language. There are two different language involved. For instance, the sentence "*I am hungry*" in English as the source language can be translated into Indonesia as "*Saya lapar*". Interlingual translation is the most difficult type of translation because it involves two different languages. The translator should possess the same amount of knowledge about the source language and the target language.
3. Intersemiotic translation (transmutation) is an interpretation of verbal signs by means of signs of non-verbal sign system. For example, when a traffic light is on, the color is translated into a message for car drivers to stop their cars. The message is naturally expressed in a sentence like you cannot go on. Another example is when a policeman waves his hand to the right, it means that he slows the direction to the drivers saying, "this way, please!". In the intersemiotic translation, symbols and signs can be misinterpreted. Symbol and signs are not universal. Colors, for instance, mean different things in different countries. In Russia, red means power while in China it is holiness.

Each type of translation will pose a problem. Thus when a translator comes across a particular sign or symbol, the meaning must be transferred. It is impossible to translate it without understanding the cultural notion of the word. Sentences may also contain symbols.

Translation is concerned with the comparison two languages. It is important to contrast the languages so that the differences can be understood. When the differences are discovered, it is easier for the translator to find the equivalent in target language. The differences should be used as an aid to understanding the problem of translation. The problems that a translator faces are:

1. The translator cannot find the shared information presented in both languages.
2. The translator is not familiar with types of a text, variety of cultural expressions and scientific explanation.

Translation and Culture

Corder (1973:68) describes culture as sets of beliefs and behavior common to the members of a society. They share to a large extent of the way they see the world around them, interpret events, and consider what is important to them. They agree about the right and wrong ways of getting things done, of dressing, eating, marrying, worshipping, and educating their young people, and so on. All of these are their culture. Accordingly, culture includes beliefs, norms, values, assumptions, expectations, and plans of action.

To develop the culture, the members of society use language as a communication tool, and they possess a distinctive way of communicating through language. Nababan (1999:50) mentions the language, as a communication system which is part of culture and it is always involved in the whole aspects of culture. So, it is impossible to develop a society's culture without language.

A language, however, has its meanings only in the culture, as Newmark (1981:183) states that a language is partly the repository and reflection of a culture. Thus, different languages may contain the different cultures or different ways of thinking.

Relating to translation, the connection between language and culture often becomes problems. Nababan (1984:51) gives an example of this case that is the use of word *village*. The word *village* in English is not the same *village* in Bahasa Indonesia since *village* and *desa* have different concept. *Village* refers to the place smaller than a town where there are houses and shops, and usually a Church or school, while *desa* commonly refers to the place far away out of town with wide farm and an undeveloped place as opposed to town. Therefore, the term *Jakarta* as a big village used by a foreign writer will lose its meaning if it is translated into *desa yang besar*. In this matter, a translator should treat the source language differently, apart from the target language since the way of thinking of the original writer is very likely to differ from the situation faced by people in the target language.

Process of Translation

There are seven process of translation, and they are:

1. *Tuning*. By this we mean getting the feel of the text to be translated. Depending on their field of work, translators need to be able to produce the language of a poet or novelist, lawyer, or economist, research physicist or factory manager, advertising, copywriter or biblical prophet. Each 'register', as it is often called, demands a different mental approach, a different choice of words or turn of phrase. If the text is difficult or the type which is not so familiar to the translator, he may want to read some background literature or consult the author (if available) or some other adviser.
2. *Analysis*. Once the translator has attuned his mind to the framework of the text to be translated, he will take each sentence in turn and split it up into translatable units-words or phrases. He will also establish the syntactic relations between the various elements of the sentence. At some point in this phase (or the understanding or terminology phase), it may be necessary to establish relations between elements in large positions of the text, in the interest of consistency.
3. *Understanding*. After having split up the sentence to be translated into its elements, the translator will generally put it together again in a form which he can understand or respond to emotionally. The extent to which he can do this will depend on his basic knowledge on the subject matter. There has been a great deal of discussion about the extent to which a translator should be able to understand the texts he translates-about how much attention he should pay to the 'content' as opposed to 'form'; it seems obvious that due attention to both form and content is essential.
4. *Terminology*. The next step is to consider the key words and phrases in the sentence to make sure that apart from understanding them and feeling what they imply, one has a translation for them which is in line with standardized usage and is neither misleading, ridiculous nor offensive for the target-language reader. Both in this phase and in preceding (Understanding) phase, discussion with the author or some other adviser is often advisable as the best way to help the translator solve some of his problems.
5. *Restructuring*. When all the brick needed for the edifice of the target language text have been gathered or made, the translator will fit them together in a form which is in accordance with good usage in the target language. This is the phase where 'form', as opposed to 'content', comes into its own.
6. *Checking*. The translator will doubtless check his draft translation for typing errors and passages where a second perusal suggests a more elegant, or more correct, translation. In addition, it is quite common

for someone other than the translator to read through the finished translation and make or suggest changes. In the case of specialized texts, this is often the source language author or someone else with a better command of the subject matter than the translator. In any case, it is important that the translator should be consulted at this stage. It still happens too often that the corrector, while improving the content of the target-language text, introduces blemishes in the form which are then published under the translator's name.

7. *Discussion.* For this reason, good way to end the translation process is often with a discussion between the translator and expert on the subject matter., it is generally inadvisable to make a committee meeting with more than two participants-out of this: too many cooks spoil the broth. On the other hand, it is sometimes necessary to point out to translator that they should not work in isolation, and to help them in acquiring the social skills needed for discussions.

Principles of Translation

It is indispensable to value some guidelines on how to evaluate the works on translation. Some general principles in the following are relevant to all translation. The principles below are:

1. The translation should not reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though sometimes part of the meaning can be transposed. The following questions may be very helpful:
 - a. Is the meaning of the original text clear? If not, where does the uncertainty lie?
 - b. Are any words loaded, that is, are there any underlying implications?
 - c. Is the dictionary meaning of a particular word the most suitable one?
 - d. Does anything in the translation sound unnatural or forced?
2. The ordering of the words and ideas in the translations should match the original as closely as possible. This is particularly important in translating legal document, guarantees, contracts, etc. However, differences in the target language structure often require changes in the form and order of words. When in doubt, underline in the original text the words on which the main stress falls.
3. Language often differs greatly in their levels of formality in a given context, for example in the business letter. To resolve these differences, the translator must distinguish between formal and fixed expression, and personal expression in which the writer or speaker sets the tone, it is also necessary to consider:
 - a. Would any expression in the original sound too formal/informal, cold/warm, personal if it translated literally?
 - b. What is the intention of the speaker or writer? To persuade, to apologize, or to criticize?
4. One of the most frequent criticisms of translation is that it does not sound natural'. This is because the translator's thought and choice of words are too strongly molded by the original text. A good way to avoid the influence of the source language is to set the text aside and translate a few sentences aloud from memory. This will suggest natural patterns of thought in the first language which may not come to mind when the eye is fixed on the Source Language text.
5. It will be better if the translator does not change the style of the original. But if it is needed, for example because the text is full of repetitions or mistakes in writing, the translator may change it.

The principles mentioned above can be very useful guideline for translators to help them make some choices. The guidelines can be formulated in such a way that basically the requirements of translation works have to be making sense, conveying the requirements of translation work have to be making sense, conveying the message of original texts without omission or addition, having a natural and easy form of the expression, and producing a similar response to the readers.

Ambiguity

Ambiguity is commonly occurred in written language. It because written language doesn't have suprasegmental to give the supporting complement such as intonation, stress, etc. Written language is simply explained by the elements, which construct the sentences and the relationship of each. Chierchia and Ginet (1992) define that ambiguity arises when a single word is associated in the language system with more than one meaning. Kriedler (1998) defines ambiguity as the condition where by any linguistic form has two one more interpretation. It means that the reader cannot clarify the ambiguity directly to the writer because there are two meanings or more find in sentence.

Furthermore, Bach (1994) says that a word, phrase, sentence or other communication is ambiguous if it has more than one meaning. Obviously this definition does not say what meanings or what it is for an expression to have one (or more than one). For a particular language, this information is provided by a grammar, with systematically pairs form with meanings, ambiguous form with more than one meaning. For example, the word 'light' can mean not very heavy or not very dark.

Words like 'light', 'note', 'bear', and 'over' are lexically ambiguous. They induce ambiguity in phrases or sentences in which they occur, such as 'light suit' and the duchess can't bear children. However, phrases and sentences can be ambiguous even if none of constituents is. The phrase 'porcelain egg container, is structurally ambiguous, as is the sentence 'the police shot the rioters with guns'. Ambiguity can have both a lexical and structural basis, as with sentences like 'I left her behind for you' and 'He saw her duck'. (www.sfsu.edu/~kbach/ambiguity.htm-19k).

Katz (1971) states that the phenomenon of semantic ambiguity is multiplicity of senses versus uniqueness of sense. For example, the fact that the words 'button', 'ball', 'foot', 'pipe' have more than one sense. For example, *I have found the button*. This sentence, button means as *small round piece of metal or plastic that is sewn onto a piece of cloting* and *small knob*.

Ambiguity, as ordinarily understood, is a case where there is a problem telling one thing from another, and accordingly, a semantic ambiguity is a case where there are the two senses required to pose this problem. Furthermore, given that readings represent sense of constituents and that the number of sense of reasings assigned to a constituent should correctly reflect its degree ambiguity.

The fact that some sentences have no sense, eventhough their individual words are meaningfull, indicates that the absence of sense, meaninglessness, is the limit of whatever selectional process gives rise to multiplicity of senses is that ambiguity. Both these consideration suggest that the account of this process of selection included in the semantic component of a grammar must be in terms of some mechanism that allows or blocks the formation of a derived reading. Both senses of 'gold' can combine with the sense of 'chair', giving the two senses of the semantically ambiguous expression 'gold chair', namely, one of a metal chair and the other of chair of a certain color. But only the first sense of 'gold' can

combine with the senses of the other constituents in 'white-gold ring' to form a sense for the whole, where as only the second sense of 'gold' can combine with the sense of 'mist' to form a sense for 'gold mist'. Were 'gold' to have only the first sense, 'gold mist' would be meaningless.

Although people are sometimes says to be ambiguous in how they use language, and ambiguity is a property of linguistic expressions like strictly speaking. A word, phrase or sentence is ambiguous if it has more than one meaning. Obviously this definition does not say what meanings are or what it is for an expression to have one or more than one. For particular language is provided by a grammar, which systematically pairs forms with meanings and ambiguous forms with more than one meaning.

Further Kempson (1980: 34) states that ambiguity is both words and sentences can have more than one meaning, and the semantic rules a linguist sets up must state correctly for each language which words and sentence have more than one meaning. The entire sentences will be two-ways ambiguous, whichever interpretation. More formally, a sentence which is two-ways ambiguous must be given two semantic representations to characterize its two meanings. For example, 'Johnny saw her duck and Will did to so too'. Either it means that Johnny saw the duck which belonged to her and Will also saw the duck which to her; or it means Johnny saw her quickly lower her head and Will also saw her quickly lower her head.

Form the quotation, it can be concluded that ambiguity is different meaning, which occur in one expression in the same time.

Types of Ambiguity

Bach (1994) states that there are two types of ambiguity such as lexical and structural ambiguities. Lexical ambiguity is by far the more common. For examples, chip, pen, suit, call, drawn, run, deep, dry, and hard. Then the second types is structural ambiguity. It occurs when a phrase or sentence has more than one underlying structure. For example such a phrase 'Tibetan history teacher'. This ambiguity are said to be structural because each such phrase can be represented in two structurally different ways like, Tibetan history//teacher or Tibetan//history teacher. Indeed, the existence of such ambiguities provides strong evidence for a level of underlying syntactic structure. Another example is 'The chicken is ready to eat'. Consider the structurally ambiguous sentence which could be used to describe either a hungry chicken or a broiled chicken. It is arguable that the operative reading depends on whether or not the implicit subject of the infinitive clause 'to eat' is tied anaphorically to the subject 'the chicken' of the main clause.

It is not always clear when it has a case of structural ambiguity. For example like consider the elliptical sentence, 'Perrot knows a richer man than Trump' and that Perot knows man who is richer than any man Trump knows, and is therefore ambiguous.

Furthermore, Katz (1971: 248) divides ambiguity into four types. They are phonetic ambiguity, structural ambiguity, lexical ambiguity and referential ambiguity. Each types described as following:

Phonetic Ambiguity

Phonetic ambiguity occurs in the sound production. In this case the listeners hear the same sound of one expression but it has different meaning or interpretation of the listener. Katz states that since the

acoustic unit of speech is the breath group made up of different words become homonymous and thus potentially ambiguous.

This ambiguity occurs only in spoken language such as direct conversation, in delivering speech, delivering preach as in any other spoken language situation which consist of speaker (the potential source of ambiguity) and the listener (the potential people in misinterpreting the meaning of the expression or utterance). For example the expression 'he can can the can'. The words 'can' have the same sound but different meaning. The first shows the ability, the second is to put something into can and the thing, which is made of metal used as the container of food or liquids.

Structural Ambiguity

A sentence may be ambiguous because of the clause types that are involved. Structural ambiguity occurs when a phrase or sentence has more than one underlying structure. The ambiguity stems from the prepositional phrase on the table which can function as an adverb and adjective.

Example: He is eating the fish on the table.

From the sentence, we can see two possible meanings, namely:

- a. He is eating the fish which is on the table, and
- b. He is eating the fish while sitting on the table.

Indeed, the existence of such ambiguities provides strong evidence for a level of underlying syntactic structure. Consider the structurally ambiguous sentence, 'The chicken is ready to eat', which could be used to describe either a hungry chicken or a broiled chicken. It is arguable that the operative reading depends on whether or not the implicit subject of the infinitive clause 'to eat' is tied anaphorically to the subject ('the chicken') of the main clause. To eliminate the ambiguity, the translator has to analyze the deep structure and surface structure of the sentence. To do so, the students should be familiar with the sentence patterns namely:

1. Subject + Verb + Complement (a noun, an adjective, and adverb)
 - Mary is in the house
 - He is happy
2. Subject + Verb (transitive) + Object
 - He studies English
 - She reads the book
3. Subject + Verb (transitive) + Object + Adverb (manner, place, time, etc)
 - He studies English seriously

Lexical Ambiguity

Sometimes one meaning of a word is derived from another. For example, the cognitive sense of 'see' seems derived from its visual sense. The sense of 'weight' in 'He weighed the package' is derived from its sense in 'The package weighed two pounds'. Similarly, the transitive sense of 'burn', 'fly' and 'walk' are derived from their intransitive senses.

Now, it can be argued that in each of these cases the derived sense does not really qualify as a second meaning of the word but is actually the result of a lexical operation on the underived sense. This

argument is plausible to the extent that the phenomenon is systematic and general, rather than peculiar to particular words. Lexical semantics has the task of identifying and characterizing such systematic phenomena. It is also concerned to explain the rich and subtle semantic behavior of common and highly flexible words like the verbs 'do' and 'put' and the preposition 'at', 'in' and 'to'.

More problems are words whose sense expresses closely related concepts. For example:

- That's a *good* hammer.
'good' here can mean 'useful or functional'
- This is *good* soup.
'good' here can mean 'pleasing'
- He is a *good* person.
'good' here can mean 'moral'
- I have a *good* daughter.
'good' here is not clear about which sense is intended.

On the other hand, if a word has more than one meaning in one language, then it is a lexically ambiguous.

Referential Ambiguity

If it is unclear what a referring expression is referring to, then the expression is referentially ambiguous. For example, a pronoun is a referring expression such as 'it', 'he', 'they', etc. Referential ambiguity occurs when a speaker has one referent mind for a definite expression.

- a. An Indefinite referring expression may be specific or not.

I wanted to buy a magazine

(which magazines? Time, Kawanku, Gadis, Misteri)

- b. Anaphora is unclear because a personal pronoun (he, she, it or they)
Can be linked to either of two referring expressions.

Louis told Darto that visitor was waiting for him.

(Him=Louis)

(Him=Darto)

- c. The pronoun 'You' is used generically or specifically
If you want to get ahead, you have to work hard.

(is 'You' is the addresses or this sentence a general platitude?)

- d. A noun phrase with 'every' can be distributed reference or collected reference.
I'm buying a drink to everybody here (one drink for all or for each).

I. Research Design

This research is conducted with descriptive research method. Descriptive research is intended to describe, explore and clarify about reality or social phenomena by describing the types of ambiguity on translation products from English into Bahasa Indonesia.

The population of this study was English texts made by translators around USU Campus. And the sample of this study was four English texts that are translated by commercial translator around USU Campus. The translators were determined randomly whereas the four English texts offered to them to be translated are retrieved from internet. And the translation products were the data for this analysis.

The data of this study was collected by administrating the English texts. There were two translators. One translators was asked to translate 4 texts, entitled *Historical Introduction, Biography of Shakespeare, A Framework for the analysis and evaluation of theories of translation and, and Catwoman*. It means that there are eight translation products. The translators were asked to translate from English into Indonesian Language.

To analyze the data, the writer took some steps as to learn carefully the eight translation products by commercial translator, Identifies the ambiguity words., Identifies the the suitable meaning from the translation products SL to TL. Classifies those into three types of ambiguity based on Katz's theory that is lexical ambiguity, referential ambiguity and structural ambiguity.

In this research, the data is taken from translators' translation test. The translators were asked to translate four different texts, entitle 1.)Historical Introduction, 2) Biography of Shakespeare, 3) A framework for the Analysis and Evaluation of Theories of Translation and 4) Catwoman. It is used to know the types of ambiguities which occur in translators' translating.

II. The Data Analysis

There are 8 translation products based on four different texts. The original texts are English texts, entitle Historical Introduction, Biography of Shakespeare, A framework for the Analysis and Evaluation of Theories of Translation and Catwoman.

Having checked the translator's translation, it is important to find out the types of ambiguities by identifying the data by underlining the ambiguity words, classifying those into three types of ambiguity meaning based on Katz's Theory that is lexical ambiguity, referential ambiguity and structural ambiguity.

The examples of each ambiguity can be seen as in the following.

TEXT I

Historical Introduction

Sheltering Arms: The Roots of Child Protection

Michael Robin

The History of childhood is a nightmare

From which we have only recently begun

To awaken

The History Of Childhood

Lloyd De Mause

For children there has never been a golden age. Throughout the history of western societies, children have been killed, abandoned, severely beaten and sexually abused. In fact, the further back we go in history, the harsher and crueler appears to have been the lot of children. Considered the property of their parents or the state, children in the past had little resource or protection from adult society, which frequently rationalized abusive behavior as being for the good of the child. To a large extent, contemporary concern with child abuse and neglect is the result of redefining child-rearing practices that have been occurring since time immemorial.

Despite the widespread evidence of child maltreatment in our own time, the history of children reveals a progressive improvement of their general care, protection and right. Rather than provide a catalogue of abuse that children have suffered in the past, this introduction proposes that certain child-learning practices considered abusive today were, when viewed in their social and historical context, once "reasonable" ways of dealing with children.

TRANSLATION I

PENGENALAN SEJARAH

TANGAN PERLINDUNGAN : AKAR PERLINDUNGAN ANAK

Sejarah masa anak-anak merupakan **pengalaman buruk**. Dimana kita mulai bangkit dari tidur

SEJARAH MASA ANAK-ANAK

LLOYD DE MAUSE

Untuk anak-anak, tidak pernah ada era **emas**. Sepanjang sejarah masyarakat barat, anak-anak telah banyak dibunuh, diterlantarkan, bahkan dihantam dan dilecehkan secara seksual. Pada kenyataannya, dengan kembalinya kita ke sejarah, semakin jelas terlihat banyaknya anak-anak yang mengalami hal demikian. Dengan mempertimbangkan **tanah milik** orang tuanya maupun status, anak-anak di masa lalu hanya sedikit mengalami perlindungan dari masyarakat dewasa, yang sering merasionalisasi perilaku

menyimpang seperti yang diberikan demi kebaikan anak. Sampai skala yang demikian luas, masalah kontemporer dengan pelecehan dan penelantaran anak adalah hasil pendefinisian atas praktek-praktek penelantaran anak yang terjadi sejak zaman immemorial.

Meskipun ada **bukti** yang sedemikian luas tentang kekerasan atau pelecehan anak dalam zaman kita sendiri, namun sejarah anak-anak menggambarkan peningkatan progresif dari perawatan, perlindungan dan hak-hak umum mereka. Pengenalan ini bertujuan agar praktek-praktek pembelajaran anak yang dianggap sebagai pelecehan sekarang ini, bila dipandang dari konteks social dan sejarah mereka, adalah merupakan cara-cara **logis** untuk menghadapi anak-anak.

TRANSLATION II

Pendahuluan Historis

Wewenang Perlindungan: Akar dari perlindungan anak

Michael Robin

Sejarah masa anak-anak merupakan **mimpi malam yang menakutkan**

Dari sanalah kami mulai

Bangkit

SEJARAH MASA ANAK

LLOYD DE MAUSE

Bagi anak-anak belum ada masa **bahagia**. Sepanjang sejarah masyarakat barat, anak-anak dibunuh, disiksa, dipukul dan mengalami pelecehan seksual. Faktanya, semakin jauh kita melihat sejarah, maka semakin keras dan kasar kehidupan yang dialami sebagian besar anak-anak. Terkait dengan kekayaan orang tua mereka atau **kekayaan** Negara, anak-anak pada masa lalu memiliki perlindungan yang kecil dari masyarakat dewasa dan sering kali orang dewasa menunjukkan adanya perilaku menyimpang terhadap anak yang katanya demi kebaikan anak tersebut. Memang banyak kepedulian sementara yang ditujukan kepada anak terkait dengan adanya penyimpangan yang dialami anak dan kelalaian merupakan hasil dari praktek pengasuhan anak yang sudah terjadi dalam waktu yang lama sekali.

Disamping **keterangan** terkait dengan perlakuan yang salah terhadap anak pada masa sekarang ini, sejak anak menunjukkan adanya perbaikan dalam asuhan yang diberikan secara umum, perlindungan dan juga hak. Dengan melengkapi catalog penyimpangan yang dialami anak pada masa lalu, maka pengenalan ini menjelaskan bahwa praktek belajar anak dianggap masih menyimpang sekarang ini, jika dilihat dari konteks sejarah social dan sejarah serta cara-cara yang **layak** berkaitan dengan anak.

Lexical Ambiguity

1. Sentence : Historical Introduction

- Translation I : Pengenalan sejarah
- Translation II : Pendahuluan Historis
- Explanation : “Introduction” has two interpretations made by translators namely pengenalan and pendahuluan. It is called lexical ambiguity because the word Introduction is ambiguous. It is not clear about which sense is intended.
2. Sentence : Sheltering Arms. The Roots of Child Protection
- Translation I : Tangan perlindungan. Akar Perlindungan Anak
- Translation II : Wewenang Perlindungan. Akar dari Perlindungan anak.
- Explanation : “Arms” has two interpretations made by translators namely tangan and wewenang. It is called lexical ambiguity because the word Arm is ambiguous. It is not clear about which sense is intended.
3. Sentence : The History of childhood is a nightmare.
- Translation I : Sejarah masa anak-anak merupakan pengalaman buruk,
- Translation II : Sejarah masa anak-anak merupakan mimpi malam yang menakutkan,
- Explanation : “nightmare” has two interpretations made by translators namely pengalaman buruk and mimpi malam yang menakutkan. It is called lexical ambiguity because the word nightmare is ambiguous. It is not clear about which sense is intended.
4. Sentence : For children there has never been a golden age.
- Translation I : Untuk anak-anak, tidak pernah ada era emas
- Translation II : Bagi anak-anak belum ada masa bahagia.
- Explanation : “golden” has two interpretations made by translators namely emas and bahagia. It is called lexical ambiguity because the word golden is ambiguous. It is not clear about which sense is intended.
5. Sentence : Considered the property of their parents or the state, children in the past had little resource or protection from adult society, which frequently rationalized abusive behavior as being for the good of the child.
- Translation I : Dengan mempertimbangkan tanah milik orangtuanya maupun status, anak-anak di masa lalu hanya sedikit mengalami perlindungan dari masyarakat dewasa, yang sering sekali merasionalisasi perilaku menyimpang seperti yang diberikan demi kebaikan anak.
- Translation II : Terkait dengan kekayaan orang tua mereka atau kekayaan negara, anak-anak pada masa lalu memiliki perlindungan yang kecil dari masyarakat

dewasa dan sering kali orang dewasa menunjukkan adanya perilaku menyimpang terhadap anak yang katanya demi kebaikan anak tersebut.

- Explanation : “property” has two interpretations made by translators namely tanah milik and kekayaan. It is called lexical ambiguity because the word property is ambiguous. It is not clear about which sense is intended.
6. Sentence : Despite the widespread evidence of child maltreatment in our own time, the history of children reveals a progressive improvement of their general care, protection and right.
- Translation I : Meskipun ada bukti yang sedemikian luas tentang kekerasan atau pelecehan anak dalam zaman kita sendiri, namun sejarah anak-anak menggambarkan peningkatan progresif dari perawatan, perlindungan dan hak-hak umum mereka.
- Translation II : Disamping keterangan terkait dengan perlakuan yang salah terhadap anak pada masa sekarang ini, sejak anak menunjukkan adanya perbaikan dalam asuhan yang diberikan secara umum, perlindungan dan juga hak.
- Explanation : “evidence” has two interpretations made by translators namely bukti and keterangan. It is called lexical ambiguity because the word evidence is ambiguous. It is not clear about which sense is intended.
9. Sentence : Rather than provide a catalogue of abuse that children have suffered in the past, this introduction proposes that certain child-learning practices considered abusive today were, when viewed in their social and historical context, once “reasonable” ways of dealing with children.
- Translation I : Pengenalan ini bertujuan agar praktek-praktek pembelajaran anak yang dianggap sebagai pelecehan sekarang ini, bila dipandang dari konteks social dan sejarah mereka, adalah merupakan cara-cara logis untuk menghadapi anak-anak.
- Translation II : Dengan melengkapi catalog penyimpangan yang dialami anak pada masa lalu, maka pengenalan ini menjelaskan bahwa praktek belajar anak dianggap masih menyimpang sekarang ini, jika dilihat dari konteks sejarah social dan sejarah serta cara-cara yang layak berkaitan dengan anak.
- Explanation : “reasonable” has two interpretations made by translators namely logis and layak. It is called lexical ambiguity because the word reasonable is ambiguous. It is not clear about which sense is intended.

The lexical ambiguity occurs when the context is insufficient to determine the sense of single word that has more than one meaning.

Referential Ambiguity

Sentence	: In fact, the further back we go in history, the harsher and crueller appears to have been the lot of children.
Translation I	: Pada kenyataannya, dengan kembalinya kita ke sejarah, semakin jelas terlihat banyaknya anak-anak yang mengalami hal demikian.
Translation II	: Faktanya, semakin jauh kita melihat sejarah, maka semakin keras dan kasar kehidupan yang dialami sebagian besar anak-anak.
Evaluation	: Sebenarnya, lebih jauh kita tinjau kembali sejarah kekerasan dan kekejaman kelihatannya telah terjadi pada banyak anak-anak.

The referential ambiguity occurs when the word is unclear what a referring express. In this case, an indefinite referring expression may be specific or not.

TEXT II

Biography of Shakespeare

William Shakespeare's Father, John Shakespeare, moved to the idyllic town of Stratford-upon-Avon in the mid-sixteenth century, where he became a successful Landowner, moneylender, wool and agricultural goods dealer, and glover. In 1557, he married Mary Arden. John Shakespeare lived during a time when the middle class was growing and became increasingly wealthy, thus allowing its members more freedom and luxuries, and a stronger voice in the local government. He took advantage of the opportunities afforded him through this social growth, and in 1557 became a member of the Stratford Council, an event that marked the beginning of an illustrious political career. By 1561 he was elected one of the town's fourteen burgesses, and served successively as constable, one of two chamberlains, and alderman. In these positions, he administered borough property revenues.

Translation I

Biografi Shakespeare

Ayah William Shakespeare, John Shakespeare, pindah ke kota yang **indah** di Stratford-atas-Avon pada abad pertengahan ke-enambelas, dimana dia menjadi seseorang tuan tanah yang terbesar, menjadi toke besar, pemilik perusahaan wool dan barang-barang pertanian, sangat terhormat. Pada 1557, dia menikahi Mary Arden. John Shakespeare hidup selama suatu waktu ketika kalangan kelas menengah semakin banyak dan tak terhitung lagi pihak menjadi orang-orang kaya, hingga memungkinkan **anggota masyarakat** disana menjadi lebih bebas dan berkemewahan, dan **pengaruh** yang lebih kuat di tingkat pemerintahan daerah. Dia mengambil keuntungan dari peluang yang diberikan kepadanya melalui pertumbuhan masyarakat, dan pada 1557 menjadi anggota Dewan Perwakilan Rakyat Stratford, bahkan yang menandai gambaran permulaan karir politik baginya. Hingga 1561 dia dipilih salah satu dari empat

belas tokoh kota, dan cukup berhasil dalam bekerja, salah satu dari dua bendaharawan kota, dan anggota senior kota praja, dalam kedudukan ini, dia **mengelola** banyak harta benda dan kekayaan.

Translation II

Biografi Shakespeare

Ayah William Shakespeare, John Shakespeare pindah ke kota yang **damai** di Stratford di Avon pada pertengahan abad ke enambelas. Disana dia menjadi pemilik tanah yang sukses, yang meminjamkan uang, dealer wol dan hasil pertanian, dan sarung tangan. Pada 1557, dia menikahi Mary Arden. John Shakespeare hidup pada masa ketika masyarakat kelas menengah sedang berkembang dan menjadi semakin kaya dan berusaha membuat **anggotanya** memiliki kebebasan yang lebih besar dan hidup senang dan memiliki **suara** yang lebih vocal dalam pemerintahan. Dia memanfaatkan peluang yang ada padanya untuk pertumbuhan social, dan pada tahun 1557 menjadi anggota majelis Stratford, dan inilah sebagai awal dari karir politiknya yang cemerlang. Pada tahun 1561, dia diangkat sebagai salah satu anggota dewan pembuat undang-undang dan berfungsi untuk menjaga urusan rumah tangga raja, sebagai polisi dan juga dewan. Dalam posisi tersebut, dia **mencatat** pendapatan dari hasil property.

Lexical Ambiguity

- | | |
|----------------|--|
| 1. Sentence | : William Shakespeare's Father, John Shakespeare, moved to the idyllic town of Stratford-upon-Avon in the mid-sixteenth century, where he became a successful Landowner, moneylender, wool and agricultural goods dealer, and glover. |
| Translation I | : Ayah William Shakespeare, John Shakespeare, pindah ke kota yang indah di Stratford-atas-Avon pada abad pertengahan ke-enambelas, dimana dia menjadi seseorang tuan tanah yang terbesar, menjadi toke besar, pemilik perusahaan wool dan barang-barang pertanian, sangat terhormat. |
| Translation II | : Ayah William Shakespeare, John Shakespeare pindah ke kota yang damai di Stratford di Avon pada pertengahan abad ke enambelas. Disana dia menjadi pemilik tanah yang sukses, yang meminjamkan uang, dealer wol dan hasil pertanian, dan sarung tangan. |
| Explanation | : "idyllic" has two interpretations made by translators namely indah and damai. It is called lexical ambiguity because the word idyllic is ambiguous. It is not clear about which sense is intended |
| 2. Sentence | : and a stronger voice in the local government. |
| Translation I | : dan pengaruh yang lebih kuat di tingkat pemerintahan daerah. |

- | | |
|----------------|--|
| Translation II | : dan memiliki suara yang lebih vocal dalam pemerintahan. |
| Explanation | : “voice” has two interpretations made by translators namely pengaruh and suara. It is called lexical ambiguity because the word voice is ambiguous. It is not clear about which sense is intended |
3. Sentence : In these positions, he administered borough property revenues.
- | | |
|----------------|---|
| Translation I | : dalam kedudukan ini, dia mengelola banyak harta benda dan kekayaan. |
| Translation II | : Dalam posisi tersebut, dia mencatat pendapatan dari hasil property. |
| Explanation | : “administered” has two interpretations made by translators namely mengelola and mencatat. It is called lexical ambiguity because the word administere is ambiguous. It is not clear about which sense is intended |

The lexical ambiguity occurs when the context is insufficient to determine the sense of single word that has more than one meaning.

Referential Ambiguity

1. Sentence : John Shakespeare lived during a time when the middle class was growing and became increasingly wealthy, thus allowing its members more freedom and luxuries,....
- | | |
|----------------|--|
| Translation I | : John Shakespeare hidup selama suatu waktu ketika kalangan kelas menengah semakin banyak dan tak terhitung lagi pihak menjadi orang-orang kaya, hingga memungkinkan anggota masyarakat disana menjadi lebih bebas dan berkemewahan,.... |
| Translation II | : John Shakespeare hidup pada masa ketika masyarakat kelas menengah sedang berkembang dan menjadi semakin kaya dan berusaha membuat anggotanya memiliki kebebasan yang lebih besar dan hidup senang,... |
| Explanation | : “its members” has two interpretations made by translators namely anggota masyarakat and anggotanya. It is called lexical ambiguity because the word its is ambiguous. It is not clear about which sense is intended |

The referential ambiguity occurs when the word is unclear what a referring express. In this case, an indefinite referring expression may be specific or not.

TEXT III

A Framework for the Analysis and Evaluation of Theories of Translation

The purposes of Translation are so diverse, the text so different, and the receptors so varied that one can readily understand how and why many distinct formulations of principles and practices of translation have been proposed. All who have written seriously on translating agree that translators should know both the source and the receptor languages, should be familiar with the subject matter, and should have some facility of expression in the receptor language. Beyond the basic requirements there is little agreement on what constitutes legitimate translating and how the science of linguistics, or even the knowledge of language structures, can and should be applied.

Translation I

Kerangka Kerja untuk Analisa dan Evaluasi Teori Terjemahan

Ada banyak tujuan dari terjemahan, teksnya begitu berbeda, dan si penerimanya aneka macam hingga seseorang bisa langsung memahami bagaimana dan kenapa banyak rumusan dasarnya jelas dan praktek praktek penterjemahan diusulkan. **Semua** orang yang telah menulis sungguh-sungguh mengenai terjemahan setuju bahwa para penterjemah perlu mengetahui bahwa sumber daya si penerima, perlu memiliki **kecakapan** tentang soal yang dibahas, dan perlu memiliki banyak pengenalan akan ungkapan dalam bahasa si penerima, selain syarat-syarat dasar ada kesepakatan mengenai bagaimana menetapkan terjemahan **resmi** dan bagaimana nilai linguistic sesungguhnya, atau bahkan pengetahuan struktur bahasa bisa langsung **dipakai**.

Translation II

Sebuah Kerangka Analisa dan Evaluasi tentang teory terjemahan

Tujuan-tujuan terjemahan begitu beragam, teksnya begitu berbeda, dan penerima begitu beragam, bahwa seseorang dapat mengerti bagaimana dan mengapa banyak rumusan-rumusan nyata pada prinsip-prinsip dan praktek-praktek terjemahan yang diusulkan. **Penulis-penulis teori** yang telah menulis secara serius dalam penterjemahan setuju bahwa penterjemah-penterjemah harus mengetahui keduanya yaitu sumber dan bahasa target, harus **dekat** dengan masalah dan harus memiliki beberapa fasilitas dalam pengekspresiannya, Selain dari persyaratan-persyaratan bagaimana menetapkan penterjemahan yang **masuk akal** dan bagaimana ilmu pengetahuan bahasa, atau bahkan pengetahuan tentang struktur bahasa, dapat dan harus diterapkan.

Lexical Ambiguity

- | | |
|----------------|--|
| 1. Sentence | : , should be familiar with the subject matter, and should have some facility of expression in the receptor language. |
| Translation I | : , perlu memiliki kecakapan tentang soal yang dibahas, dan perlu memiliki banyak pengenalan akan ungkapan dalam bahasa si penerima,.... |
| Translation II | : , harus dekat dengan masalah dan harus memiliki beberapa fasilitas dalam pengekspresiannya,.... |

- Explanation : “familiar” has two interpretations made by translators namely kecakapan and dekat. It is called lexical ambiguity because the word familiar is ambiguous. It is not clear about which sense is intended
2. Sentence : Beyond the basic requirements there is little agreement on what constitutes legitimate translating and how the science of linguistics, or even the knowledge of language structures, can and should be applied.
- Translation I : Selain syarat-syarat dasar ada kesepakatan mengenai bagaimana menetapkan terjemahan resmi dan bagaimana nilai linguistic sesungguhnya, atau bahkan pengetahuan struktur bahasa bisa langsung dipakai.
- Translation II : Selain dari persyaratan-persyaratan bagaimana menetapkan penterjemahan yang masuk akal dan bagaimana ilmu pengetahuan bahasa, atau bahkan pengetahuan tentang struktur bahasa, dapat dan harus diterapkan.
- Explanation : “legitimate” has two interpretations made by translators namely resmi and masuk akal. It is called lexical ambiguity because the word legitimate is ambiguous. It is not clear about which sense is intended

The lexical ambiguity occurs when the context is insufficient to determine the sense of single word that has more than one meaning.

Referential Ambiguity

1. Sentence : All who have written seriously on translating agree that translators should know both the source and the receptor languages,...
- Translation I : Semua orang yang telah menulis sungguh-sungguh mengenai terjemahan setuju bahwa para penterjemah perlu mengetahui bahwa sumber daya si penerima,...
- Translation II : penulis-penulis teori yang telah menulis secara serius dalam penterjemahan setuju bahwa penterjemah-penterjemah harus mengetahui keduanya yaitu sumber dan bahasa target,...
- Explanation : “all” has two interpretations made by translators namely semua orang and penulis-penulis teori. It is called lexical ambiguity because the word all is ambiguous. It is not clear about which sense is intended

The referential ambiguity occurs when the word is unclear what a referring express. In this case, an indefinite referring expression may be specific or not.

TEXT 4

Catwoman

Catwoman : Poor baby, I used to be just like you. A child of the night, wild and free. I was a cat who walked by herself. And the city was my hunting ground. I prowl through Gotham each evening, knowing where I liked and take it whatever I wanted. Until I met him, I gave him my best fight but in the end Kity got her claws clipped. And I promise I'll be a good little pet and walk on a leash even if it killed me.

Visitor : oh you just said, oh beautiful girls!

Translation I

Catwoman

Catwoman : **sayangku** yang **malang**, aku hanya ingin menjadi seperti kamu. Seorang anak malam, buas dan bebas. Aku seekor kucing yang berjalan sendirian. Dan kota adalah lahan perburuanku. Aku mencari di sepanjang Gotham setiap sore, kutau dimana aku suka dan mengambil itu apapun yang kumau sampai aku bertemu dia, aku memberikan dia pertarungan terbaikku tetapi pada akhirnya Kity mendapatkan kukunya dicakar. Dan aku berjanji aku akan menjadi seekor binatang peliharaan yang baik dan berjalan pada kesempatan meskipun **perjalanan itu** membunuhku.

Pengunjung : Oh kamu baru saja mengatakannya, Oh gadis cantik !

Translation II

Catwoman : **Bayi** yang **miskin**, saya dahulu sama seperti engkau. Anak yang keluyuran malam dan liar. Saya adalah kucing yang berjalan sendiri. Dan kota adalah lahan perburuanku. Saya berkeliling di Gotham setiap malam, tahu saya adalah petarung yang terbaik namun pada akhirnya Kity menencapkan cakarnya. Dan saya berjanji saya akan menjadi hewan yang sedikit lebih baik dan berjalan walaupun **tali pengikat itu** membunuhku.

Pengunjung : Itu katamu, benar-benar gadis yang cantik !

Lexical Ambiguity

1. Sentence : Poor baby, I used to be just like you.
Translation I : sayangku yang malang, aku hanya ingin menjadi seperti kamu
Translation II : bayi yang miskin, saya dahulu sama seperti engkau.
Explanation : “baby” has two interpretations made by translators namely sayangku and bayi. It is called lexical ambiguity because the word baby is ambiguous. It is not clear about which sense is intended.
- c. Sentence : Poor baby, I used to be just like you.
Translation I : sayangku yang malang, aku hanya ingin menjadi seperti kamu
Translation II : bayi yang miskin, saya dahulu sama seperti engkau.

Explanation : “poor” has two interpretations made by translators namely malang and miskin. It is called lexical ambiguity because the word poor is ambiguous. It is not clear about which sense is intended.

The lexical ambiguity occurs when the context is insufficient to determine the sense of single word that has more than one meaning.

Referential Ambiguity

1. Sentence : And I promise I’ll be a good little pet and walk on a leash even if it killed me.

Translation I : Dan aku berjanji aku akan menjadi seekor binatang peliharaan yang baik dan berjalan pada kesempatan meskipun perjalanan itu membunuhku.

Translation II : Dan saya berjanji saya akan menjadi hewan yang sedikit lebih baik dan berjalan walaupun tali pengikat membunuhku.

Explanation : “it” has two interpretations made by translators namely perjalanan and tali pengikat. It is called lexical ambiguity because the word it is ambiguous. It is not clear about which sense is intended

The referential ambiguity occurs when the word is unclear what a referring express. In this case, an indefinite referring expression may be specific or not.

Findings

Based on the data analysis, it can be found that two types of ambiguity meaning made by translators. They are lexical and referential ambiguities. In this study, lexical ambiguity is the most dominant. The reason for this dominant is most of the translators confuse to use a word because it has more than one meaning. Lexical ambiguity arises when context is insufficient to determine the sense of single word that has more than one meaning. In other word, when homonyms can occur in the same position in utterance, the result is lexical ambiguity. It is believed that the ambiguity meaning is caused by the complicated of the meaning of the sentences.

COCLUSION AND SUGGESTION

The Conclusion

After analyzing the data above, some conclusion were drawn as in the following:

- a. The most dominant type of ambiguity meaning found in translators’ translation is lexical ambiguity.
- b. The causes of ambiguity meaning made by translators in their translation is caused by their unknown the culture and context of the text, so the message or meaning transferred is not equal to that in original text. And they always translate English text by word of word.

Translating a text from the source language to the target language is not easy. It requires some skill and much knowledge. Having seen the result of, the writer suggests, English teachers to teach ambiguity meaning as well as they motivate students to understand the meaning of the sentences in teaching learning English. The translators' difficulties in translation should be overcome as soon as possible to increase translators' skill.

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