NONEQUIVALENCE
IN THE ENGLISH-TO-INDONESIAN TRANSLATION
OF BEHAVIORAL CLAUSES

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ABSTRACT

Translation has exposed a number of problems related to the linguistic domain. Such problems may stem from socio-cultural differences between the source language and the target language. They may also stem from the differences of the grammatical features between the two languages. Therefore, such problems have influenced the effort of achieving correspondence as well as equivalence; one of such problems is the existence of formal nonequivalence. This research aims to solve the problems of (1) how such formal nonequivalence appears in the translation of behavioral clauses and (2) how to achieve functional equivalence through the presence of formal nonequivalence. This study was directed to deliberately analyze a written text in English and its translation in Indonesian. It was found out that formal nonequivalence may occur in word, phrase, and clause levels. Such formal nonequivalence has, however, facilitated the effort of achieveing functional equivalence at clause level. In order to materialize functional equivalence at the clause level, the translation has been done by means of maintaining behavioral clauses or restructuring them to form material clauses, mental clauses, or verbal clauses.

Key Words: behavioral clause, nonequivalence, functional equivalance

INTRODUCTION

When two persons do an act of interactive communication, they need a common facility called language. If such facility is not available, they require a third person who is capable of bridging the gap in conveying massages through a medium called translation. Using such medium, verbal messages contained in one language can be conveyed to another one. Translation may be employed to verify whether messages contained in a source language are readily presented in a target one. Furthermore, it may facilitate monolinguals to understand messages contained in texts without their elaborate striving to master the skill of the source language.

Since the beginning of translation practices, people have studied how and why such practices are carried out. The studies are mainly focused on such areas as understanding of messages in a source language, transfering process form one language to another, reconstructing texts in the target language, and evaluating the effectiveness of the efforts. The areas of translation studies are not only limited to

linguistic fields like grammar, meaning, and intention, but also beyond linguistic fields like cultural, sociological, and psychological aspects which are closely related to the efforts of interlanguage rendering.

Translation studies can be focused on process or product. The process-oriented study aims to psycho-physiologically explore what happens in the translator's mind when processing messages in one language to reproduce them in another language. The product-oriented rendering, on the other hand, aims to provide explanation on the characteristics of translation product relative to its source. These orientations can then be focused on the language form, meaning, or function. A translation study that is focused on language function aims to explain how meaning realized in one language is rendered to another language so that the meaning comes to its target readers with minimal functional deviation or nonequivalence.

In interlanguage translation, meaning may be transferred by implementing certain techniques to anticipate the linguistic and cultural differences in characteristics between the two languages. Meaning realized in a wording pattern in the source langiuage may be expressed in a relatively the same pattern in the target language resulting in formal correspondence between the two languages. However, the fact is generally the opposite so that a translator likely faces facts that in order to achieve functional equivalence (s)he has to make use of certain techniques or strategies to reproduce meaning in the target language that functionally resembles that in the source language.

Given the different linguistic characteristics between the source language and the target language, a translation effort needs to be supported by procedures of clause restructuring to make messages contained in the soiurce language be transfered in such a way that they can be understood the way the source text is understood by its native readers. In other words, the implementation of techniques in the transfer of message and clause restructuring in conveying the message in the target language are meant to produce meaning in the target language equivalent with that in the source language by fulfilling the three requirements of a "good" translation, i.e. accuracy, naturalness, and readibility.

Based on such a view, this study is meant to solve the problem of (1) how formal nonequivalence is materialized the English-to-Indonesian translating of behavioral clauses and (2) how functional equivalence is realized through such formal nonequivalence. The main purpose of this study is thus to provide explanation on the ways in which source language behavioral clauses are restructured to generate meaning in the target language that are functionally equivalent with their counterpart in the source language.

REVIEW OF RELATED LITERATURE
Metafunction

Studies on systemic-functional linguistics are mainly referred to such linguists as Halliday (1985), Eggins (1994), Halliday and Matthisiessen (2004), Gerot and Wignell (1994), Thomson (1996). According to them, there is a close relationship between the realization of linguistic function and its basic socio-cultural framework. Therefore, every type of text is constructed on the basis of a certain genre, that is construed with meaning contained in its cultural as well as situational contexts as the building blocks of the so-called register theory. As stated by Eggins (1994:9), register theory "describes the impact of dimensions of the immediated context of situation of a language event on the way language is used". Three of the dimensions are the register variables of **field** (topic or focus of the activity), **mode** (amount of feetback and role of language), and **tenor** (role relations of power and solidarity).

Halliday (1985; see also Eggins 1994::78) argues that the field of a text can be associated with the realization of experiential or ideational meanings which are realized through the **Transitivity** patterns of the grammar; the mode of a text can be associated with the realization of textual meanings which are realized through the **Theme** patterns of the grammar; and the tenor of a text can be associated with the realization of interpersonal meanings which are realized through the **Mood** patterns of the grammar. These three types of meanings are called **metafunctions** or **semantic functions** (Eggins 1994:227). The analysis of the grammar of Transitivity needs description on three aspects of clauses, i.e. the choice of Process which is realized in verbal groups, the choice of Participant which is realized in nominal groups, and the choice of Circumstance which is realized through adverbial groups or prepositional phrases. The differences in the use of Processes imply the distinction of Transitivity into (1) Material Process, (2) Mental Process, (3) Verbal process, (4) Behavioral Process, (5) Existential Process, and (6) Relational Process.

While Material Process is loosely defined as a '*process of material doing*', Mental Process is described as a '*process of thinking or feeling*'. In addition, Verbal Process is a process of saying. Between Material and Mental processes is Behavioral Process which is the focus of the present study. According to Halliday, this particular process is a "half-way house" between Material and Mental processes. Eggins (1994:230) elaborates that the meanings Behavioral Process realize are midway between materials on the one hand and mentals on the other. They are in part about action, but it is action that has to be physiologically or psychologically experienced by a conscious being. (For further description about these process types, see Halliday

1985; Eggins 1994; Halliday and Mathiessessen 2004).

(Non-)equivalence

Classical studies on translation may among other things be referred to such experts as Nida (1964), Catford (1965), Nida and Taber (1969), Baker (1992), Fawcett (1997), House (1988), Hatim and Mason (1990), Venuti (2000)), Machali (1998), Wills (1982) and Newmark (1988, 1994). While translation studies found in such references may be focused on various different fields, the common concern among them is how to achieve certain type of equivalence. As a result, this term has been defined in a number of ways. Nida (1964) distinguishes two different types of equivalence, i.e. *formal equivalence*—which is also referred to as *formal correspondence*—and *dynamic equivalence.* Formal correspondence consists of a target language item which represents the closest equivalent of a source language word or phrase. Nida and Taber (1982) make it clear that these formal equivalents should be used wherever possible if the translation aims to achieve formal rather than dynamic or functional equivalence. The use of formal equivalents might at times have serious implications in the target text since the translation will not be easily understood by the target audience (Fawcett, 1997). Dynamic equivalence is defined as a translation principle according to which a translator seeks to translate the meaning of the original in such a way that the target language wording will trigger the same impact on the target language audience as the original wording did upon the source text audience. They argue that 'frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful' (Nida and Taber, 1982:200).

Differrent from Nida and Taber's, Catford's approach to translation equivalence had a preference for a more linguistic-based approach. His main contribution to the field of translation theory is the introduction of the concepts of types and shifts of translation. This expert proposed types of translation in terms of three criteria: (1) the extent of translation; (2) the levels of language involved in translation; (3) the grammatical rank at which the translation equivalence is established. Of the three types, the third concerns the concept of equivalence. In *rank-bound translation* an equivalent is sought in the target lamnguage for each word encountered in the source text.

As far as translation shift is concerned, Catford (1965:73) defines them as departures from formal correspondence in the process of going from the source language to the target language. He argues that there are two main types of translation shifts, namely *level shifts* and

category shifts which are divided into (1) *structure-shifts,* (2) *Class-shifts,* (3) *Unit-shifts*, (4) *Intra-system shifts,* (Catford 1965:80).

House (1997) argues that source text and target text should match one another in function. She suggests that it is possible to characterize the function of a text by determining the *situational dimensions* of the source text. According to her, every text in itself is placed within a particular situation which has to be correctly identified and taken into account. After the source text analysis, House is in a position to evaluate a translation. If the source text and the target text differ substantially on situational features, then they are not functionally equivalent. She acknowledges that 'a translation text should not only match its source text in function, but employ equivalent situational-dimensional means to achieve that function' (1997:49)

Central to House's discussion is the concept of *overt* and *covert* translations. In an overt translation the target text audience is not directly addressed and there is no need to recreate a 'second original' since an overt translation 'must overtly be a translation' (1997:189). By covert translation, on the other hand, is meant the production of a text which is functionally equivalent to the source text. House also argues that in this type of translation the source text 'is not specifically addressed to a target culture audience' (1997:194).

House's theory of equivalence in translation seems to be much more flexible than Catford's. In fact, she gives authentic examples, uses complete texts and, more importantly, she relates linguistic features to the context of both source and target text.

An extremely interesting discussion of the notion of equivalence can be found in Baker (1992) who seems to offer a more detailed list of conditions upon which the concept of equivalence can be defined. She explores the notion of equivalence at different levels, in relation to the translation process, including all different aspects of translation and hence putting together the linguistic and the communicative approach. She distinguishes between equivalence that can appear at word level and above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence.

Halliday (2001:13) contrasts the linguist's interest in translation theories which involves "how things are" and a translator's interest in a theory which concerns "how things ought to be". With reference to the process of translation, Halliday (1967; Newmark 1991:65) suggests that translating proceeds by three stages: (1) item for item equivalence; (2) reconsideration in the light of the linguistic environment and beyond this to a consideration of the situation; (3) reconsideration in the light of the grammatical features of the target

language where source language no longer provides any information.

As far as translation quality assessment is concerned, Halliday (1967) points out that, the equivalence of units and of items is lost as soon as we go below the sentence; the further down the rank scale we go, the less is left of the equivalence. Then, in respect of the register variables – field, tenor and mood – in translation, Halliday (2001:17) emphasises the importance of contexts in deciding the "value" of different strata. He stipulates what can be seen as "a principle of hierarchy of values" when he observes that equivalence at different strata carries differential values; ...in most cases the value that is placed on it goes up the higher the stratum—semantic equivalence is valued more highly than lexicogrammatical, and contextual equivalence perhaps most highly of all; but ...these relative values can always be varied.

And finally, Halliday (2001:15) justifies his view on translation equivalence by asking: "equivalence with respect to what?" Equivalence, he asserts, should be defined in respect of the metafunctions (ideational, interpersonal, textual) (Halliday 2001:16). For him, although "in any particular instance of translation, value may be attached to equivalence at different ranks, different strata, different metafunctions," it is "usually at the higher lexicogrammatical units" in rank, and "typically" at the highest stratum within language, i.e. that of

semantics in strata, that equivalence is most highly valued (Halliday 2001:17). With regard to the three metafunctions, Halliday thinks that "high value may be accorded to equivalence in the interpersonal or textual realms—but usually only when ideational equivalence can be taken for granted" (Halliday 2001:17).

RESEARCH METHODS
The term interlanguage translation signifies the translator's effort to analyze a source text to comprehend its meaning, to seek the counterpart of the meaning in the target language, and to restructure clauses in the text to result in functional equivalence between the source text and its counterpart in the target language. Focusing the attention to *translation* as product, the term is referred to as clauses in the target language as a result of a rendering act from the sourse language. Based on such presumption, this study requires text processing according to the phases of language analysis. For that purpose, this study has been designed in three phases. First is the pursuance of the data source to withdraw data that can be used show clause restructuring along with its (non)equivalence. Then, the data were analysed in order to uncover their characteristics in line with the purpose of this study. The subsequent phase is the description of the results.

The object for this study is translation, i.e. Indonesian text as a result of a

rendering task from English. For this purpose, it has deliberately chosen J.K. Rowling's *Harry Potter* series and their Indonesian counterpart which were done by L. Srisanti to be the object of the study. The data were clauses in Indonesian and their counterpart in English which were drawn from the source.

Due to the ample number of the data , this study limited its data withdrawal merely from a number of chapters from each of the series. The data were randomly drawn from the chapters based on the assumption that the data homogenously spread over the chapters so that small precentage of sample would be adequate to represent the whole parts of the source.

The data were then managed by means of the following procedures. Firstly, the data source in the form of chapters in the two languages were put side by side with the purpose of obtaining a general picture on the completeness of the texts. The second step was identification of clauses as the largest unit of analysis. This step aimed to obtain ideas on clauses which were assumed to contain relevant aspects of the study. The clauses were then picked out to be put into the database for categorization based on the references of clause restructuring viewed from the systemic-functional grammar perspective. This step yieled categories and sub-

(1)

categories of data ready for analysis, whose results were subsequently used as the basis to describe and explain phenomena in translation practices.

FINDINGS AND DISCUSSION
Findings

A Behavioral Process is a Process that refers to physio-psychological attitudes such as breathing, dreaming, smiling, seeing, pondering, and the like. This type of process is used to construct Behavioral Clauses whose major components being Participant functioning as Behaver and the Process itself that is realized as behavioral verbs. The two main components may be accompanied by a Range that provides particularity of range or scope of the Process ("He took a nap") or a certain Circumstance ("He laughed loudly"). Eggins (1994) exemplified behavioral clauses in the following clause patterns. In Sample (1), the behavioral process "laughed" is realized by an intransitive verb "laughed" ("tertawa") directly followed by the Manner ""aloud" ("keras") and Cause "at the thought" (memikirkannya"). Meanwhile, in Sample (2), the Behavioral Process which is realized by a transitive verb "sniffed" ("mengendus") is followed by the Phenomenon "the goblet" ("piala itu") and Time "yesterday" ("kemarin").

Harry	laughed	aloud at the thought
Harry	tertawa	keras memikirkannya
Behaver	Behavioral Process	Circumstance: Manner/Cause

(2)

Professor Snape	sniffed	the goblet	yesterday
Profesor Snape	mengendus	piala itu	kemarin
Behaver	Behavioral Process	Phenomenon	Circumstance: Time

In Samples (3) and (4) the behavioral clauses in the source language were constructed employing the behavioral process in the form of the intransitive verbs "watched" ("mengawasi") and "stared" ("memandang") respectively. Each of the two verbs are followed by the circumstance of Manner "fearfully" ("dengan ketakutan") and Time "into the slitted eye-holes" ("ke dalam celah lubang mata"). In translation, the pattern of the behavioral clauses in the source language were maintained.

(3) a. The Gryffindors **watched** fearfully.
     b. Anak-anak Gryffindor **mengawasi** dengan ketakutan.

(4) a. Harry **stared** into the slitted eye-holes.
     b. Harry **memandang** ke dalam celah lubang mata.

Meanwhile, in Sample (5) the restructing process exemplified in (3) and (4) were then modified by means of joining the Actor "I" and the Process "watched" in one single word "Kulihat"; the other elements in the sample were translated in the source language pattern.

(5) a. I **watched** Potter bringing Dumbledore out of the castle.
     b. **Kulihat** Potter membawa Dumbledore keluar kastil.

In clause restructuring, it appears that a clause pattern may be modified by means of changing the word order. According to *Tatabahasa Baku Bahasa Indonesia*, such modification may be in the form of inversion when it merely involves Subject and Predicator, or permutation when it involves rearrangement of clause elements other than the two. In Sample (6), the Circumstance of Manner "avidly" was translated into "sangat penasaran". Then, the adjective group was moved to the final position of the clause so that in clause restructuring the Behavioral Process "memandang" is close to "Harry" functioning as the Phenomenon of the clause.

(6) a. He stared **avidly** at Harry.
     b. Dia **memandang** Harry **sangat penasaran**.

In Sample (7), the translation not only restructured the clause by means of permutation, i.e. removing the Manner "Mendadak saja" as the counterpart of "suddenly" to the initial position of the clause but also changed the prepositional phrase "at the cat" functioning as Circumstance to a clause "memandang si kucing". The combination of Behavioral Processes "mendongak" dan "memandang" is used to represent the expression "look up". Sample (8) shows a similar tendency. In this sample, the Behavioral Process "laughed" ("tertawa") which was followed by the Circumstance "at the cat" was restructured by changing the prepositional phrase to the verb "memikirkannya" which is a Mental Process. In other words, the expression "laughed … at the thought" which is a Behavioral Clause has been restructured to form a combination of Behavioral Clause "Harry tertawa keras …" and Mental Clause "… memikirkannya".

(7) a. He looked up **suddenly** at the cat.
　　b. Mendadak **saja** dia mendongak memandang si kucing.

(8) a. Harry laughed aloud **at the thought**.
　　b. Harry tertawa keras **memikirkannya**.

In Samples (9) and (10), the Behavioral Process which is semantically close to Verbal Process are each realized by the intransitive verb "argued" ("bertengkar") and transitive verb "murmured" ("menggumamkan") followed by the *Phenomenon* "a word of thanks" ("ucapan terima kasih"). In translation, the two clauses were restructured by maintaining the pattern of the source language.

(9)　　a. Ron and Hermione **argued** all the way to Herbology.
　　　　b. Ron dan Hermione **bertengkar** sepanjang perjalanan ke kelas Herbologi.

(10)　　a. Narcissa **murmured a word of thanks**, whilst Bellatrix said nothing.
　　　　b. Narcissa **menggumamkan ucapan terima kasih**, sementara Bellatrix tidak berkata apa-apa.

In Samples (11) and (12), the Behavioral Process was realized by the verb "murmured" followed by the *Phenomenon* which is in the form of the direct quotes "I wouldn't bet on that" and "Isn't he beautiful?" This type of construction has confirmed that the Behavioral Process is very closely related to the Verbal Process. In Sample (11), it is shown that in the translation of the

Behavioral Clause there has been an inversion between the Subject "Harry" and the predicator "murmured" in the clause "Harry murmured" ("Harry bergumam") to become "gumam Harry". By the same token, it is quite possible for a construction like "Hagrid bergumam" ("Hagrid murmured") in Sample (12) to be restructured to "Gumam Harry" omitting the prefix "ber-".

(11) a. 'I wouldn't bet on that,' Harry **murmured**.
      b. "Aku tak yakin," **gumam** Harry.

(12) a. "Isn't he beautiful?" Hagrid **murmured**.
      b. "Cantik, ya?" Hagrid **bergumam**.

In Sample (13), the Behavioral Process in the form of the verb "frowned" ("mengernyit") has constructed a Behavioral Clause. This type of clause is very closely related to Material Clause given that such a clause refers to the fact that *Actor* "Harry and Ron" does an action like the one in the clause "Harry berjalan" ("Harry walks") or "Harry melambaikan tangannya" ("Harry waves his hand"). It is a bit different from Sample (14) in which the Behavioral Process which is in the form of the verb "cried" ("berseru") is followed by the *Phenomenon* in the form of a direct quote "Katie! You're back! Are you OK?" that has been translated to "Katie! Kau pulang! Kau sudah sembuh?" The combination of the two clause elements shows a close relationship between the Behavioral Clause and the Verbal Clause. The verb "cried" in the clause can for instance be substituted with a Verbal Pracess like "said" ("berkata") or "asked" ("bertanya").

(13) a. Harry and Ron both **frowned** in puzzlement.
      b. Harry dan Ron **mengernyit** kebingungan.

(14) a. Hermione **cried**, 'Katie! You're back! Are you OK?'
      b. Hermione **berseru**, "Katie! Kau pulang! Kau sudah sembuh?"

Basically, Sample (15) has the same chacteristics as Sample (14). The major difference between the two is only that in Sample (15) the *Phenomenon* "Excellent" which has been translated to "Hebat sekali!" is put in the initial position of the clause, implying that the pattern of the source language clause was maintained in the translation.

(15) a. "Excellent!" **cried Professor Lupin** as the class broke into applause.
      b. "Hebat sekali!" **seru Profesor Lupin**, ketika anak-anak bertepuk riuh.

In Sample (16), the Behavioral Clause marked by the Behavioral Process in the form of the verb "sighed" has been restructured to form a Verbal Clause marked by the presence of the Verbal Process "kata" ("say"), a variation of the verb "berkata" in the inverted structure "kata Hermione" ("said Hermione").

(16)　a. "It hasn't really started yet," **sighed Hermione** gloomily.
　　　b. "Padahal belum benar-benar mulai," **kata Hermione** muram.

The change of the Behavioral Clause to the Verbal Clause has of course been followed by the change in function of the expression "It hasn't really started yet" ("Padahal belum benar-benar mulai") from *Phenomenon* to *Verbiage*.

In Sample (17), the Behavioral Process "hiccoughed" which has been translated to "cegukan" in order to construct a Behavioral Clause is very closely related to Material Clause given that the exophoric reference of the clause shows a physiological process. In translation, the Behavioral Clause has been restructured by changing the Nominal Group "the sound" in the prepositional phrase "at the sound of Voldemort's name" to the behavioral verb "mendengar".

(17)　a. She **hiccoughed at the sound of** Voldemort's name.
　　　b. Cho **cegukan mendengar** nama Voldemort.

In Sample (18), the Behavioral Process which is realized by the verbal group "could not breathe" has been translated to a combination of the Mental Process "merasa" ("feel") and Behavioral Process "tidak bisa bernapas" ("could not breathe"). This kind of translation implies a change from the Behavioral Process to the Mental Process, resulting in a change from the Behavioral Clause to the Mental Clause. The reality of life which is exophorically referred to by the expression "could not breathe" ("tidak bisa bernapas") is very much different from such an expression as "merasa tidak dapat bernapas" ("feeling unable to breathe").

(18)　a. He **could not breathe** properly.
　　　b. Dia **merasa tak bisa bernapas** normal.

In Sample (19), the Behavioral Process "breathe" which is used to form an idiomatic expression "breathe a word" has been translated to the Material Process "mengungkap" ("disclose") to restructure the Behavioral Clause to the Material Clause in the target language forming the

literal expression "mengungkap identitas" ("disclose the identity").

(19) a. He will not **breathe a word** of Black's true identity to anyone.
    b. Dia tidak akan **mengungkap identitas** Black yang sebenarnya kepada siapa pun.

Different from the samples presented above, in Samples (20) and (21), the Behavioral Clauses characterized by the Behavioral Process "danced" and "sat down" are very closely related to the Material Clause. The two verbs are translated to "menari" and "duduk" respectively. Therefore, in such translation the Behavioral Clause has been translated by maintaining the clause pattern of the source language resulting in the same clause type.

(20) a. The veela **danced** faster and faster.
    b. Veela-veela itu **menari** semakin lama semakin cepat.

(21) a. He **sat down on the wall next to the cat**.
    b. Dia **duduk di sebelah si kucing**.

Subsequently, the Behavioral Process which is realized by the verb "sat" in Sample (22) is used to form an idiomatic expression "sat down hard". The expression has been translated to a literal expression "mengenyakkan diri". In this translation, the clause pattern of the source language was maintained resulting in the same clause type amidst the change from an idiomatic expression to a literal one.

(22) a. Harry **sat down hard** on the bed.
    b. Harry **mengenyakkan diri** di tempat tidurnya.

Based on all the descriptions, it can be inferred that in general the translation of Behavioral Clauses consisting of Behaver, Behavioral Process, Range, and Circumstances has been done by maintaining the clause type. However, it was also found that the Behavioral Clause may also be restructured to such clause types as Material, Mental, or Verbal Clauses. These changes are due to the fact that Behavioral Process is closely related to Material, Verbal and Mental Processes.

Discussion

Halliday (2004: 251) exemplified a number of verbs used to realize behavioral clauses. Such verbs are among others presented in Table 1. Is is shown in the Table that the behavioral process is very closely related

to mental, verbal, and material processes. As stated by Eggins (1994), behavioral process is *half way between material and mental processes*.

Tabel 1

Relationships between behavioral process and mental, verbal, as well as material processes

Nb	Relationship with other processes	Type	Examples
1	Close to mental	Awareness represented as a form of attitude	look, watch, stare, listen, think, worry, dream
2	Close to verbal	Verbal process as a form of attitude	chatter, grumble, talk, gossip, argue, murmur
3	Close to verbal/ Material	Physiological process realizing awareness	cry, laugh, smile, frown, sigh, sob, hiss, nod
4	Close to material	Other physiological process	breathe, sneeze, cough, hiccup, faint, shift, yawn, sleep
5	Close to material	Bodily postures and pastimes	sing, dance, lie down, sit down

In translation, the Behavioral Clause which is realized by employing the Behavioral Process which is realized by such verbs such as those shown in Table 1 is translated in a number of ways. The translation may be done by maintaining the Behavioral Clause or restructuring it to become Material, Mental, or Verbal Clauses depending on the respective exophoric reference. A behavioral cluse that is closely related to a material clause tends to be restructured to a material clause. The same is true with a behavioral clause which is closely related to mental clause or verbal clause. The maintenance as well as restructuring of Behavioral Clause in translation is shown in Figure 1.

Figure 1

Maintenance and Restructuing of Behavioral Clauses
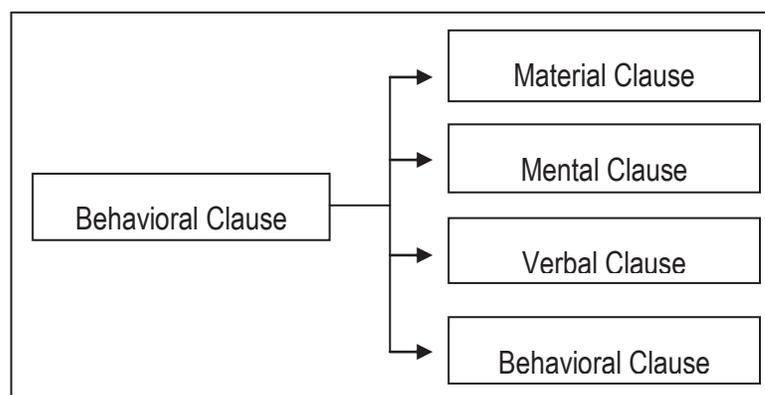
The clause maintenance has resulted in formal equivalence between the source language and the target languuage. On the other hand, the restructuring has caused formal nonequivalence between the two languages. The latter may be realized by employing different types of shift like the ones presupposed by Newmark (1988). Penggeseran itu pada umumnya dilakukan dengan mempertimbangkan karakteristik verba dalam BSu dan padanannya dalam BSa. Modifikasi dalam perestrukturan klausa ternyata dapat dilakukan dengan jalan mengubah susun kata yang berupa inversi atau permutasi.

CONCLUSION

In translation processes, Behavioral clauses are generally restructured my maintaining the whole clause elements in patterns which are appropriate with the ones employed in the source language. Therefore, the formal as well as functional equivalence at clause level is achieved simultaneously.

Functional equivalence can also be achieved by restructuring the structures of the source language in such a way resulting in formal shift or nonequivalence. In this case, Behavioral clauses in the source language may be restructured to form Mental clauses, Material clauses, or Verbal clauses depending on referential characteristics of the Process.

The flexibility in the placement of *clause elements in the target language* has made it possible to hypotetically restructure source language clauses either through the process of permutation or inversion.

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