THE ANALYSIS OF TRANSLATION TECHNIQUES USED IN TRANSLATION OF HARRY POTTER AND THE PRISONER OF AZKABUN IN THE THAI LANGUAGE

SUMMITTED TO

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BY

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ABSTRACT

Title of Study	The Analysis of Translation Techniques used in the Translation of Harry Potter and The Prisoner of Azkaban in the Thai Language
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The purpose of this study is to investigate the translation techniques which were most frequently used in the translation of Harry Potter and The Prisoner of Azkaban, which was a New York Times number one bestseller. The book was originally written by Joanne "Jo" Rowling, using her pseudonym, J. K. Rowling. This book was translated into the Thai language by Waleeporn Wongsuekul. The analysis of the translation techniques are drawn from the theory proposed in Meaning-Based Translation by Mildred L. Larson (1998). The study concentrated on the most frequently used translation technique in the first ten pages of each chapter of Harry Potter and The Prisoner of Azkaban. In this study, the researcher did not find the literal translation technique, that is the sentence translation by form-based translation or word-for-word translation from the source language to receptor language technique. After collecting the data eleven techniques were found. Some examples of each technique found in data collection are also described using Larson's theory. Both the source text and receptor language are compared sentence by sentence in a table with explanatory comments. The most frequently used twelve translation techniques found are as follows: (1) Generic words to specific word, (2)

Doublet, (3) Simile, (4) Mistranslation, (5) Over translation, (6) Hyperbole, (7) Synonym, (8) Loan word with classifier, (9) Loan word, (10) Culture substitute, (11) Idiom, (12) Under translation. Finally, the recommendations and suggestions for further studies are provided.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

Introduction

Harry Potter and The Prisoner of Azkaban has been one of the world's best-selling children's novels for the last decade. It has also been popular among Thai readers, who have read the Thai language version. The translated book is particularly interesting for Thai readers due to complexity of content and difference between the cultures. Therefore, it is obvious that the translator of the receptor language has produced a quality translation of the content through the translator's knowledge of the Thai language and culture. In the other words, the translator conveyed the same meaning of the source language into the receptor language by using translation techniques. Nowadays, many studies have explored translation techniques. However, this researcher wishes to investigate the most frequently used translation techniques used by Waleeporn Wongsuekul, who translated the work into Thai language.

This paper focuses on the translation techniques frequently used in first ten pages of each chapter, comparing sentence by sentence, of the novel Harry Potter and the Prisoner of Azkaban. In summary the story occurs at the dreaded fortress of Azkabun where an infamous prisoner named Sirius Black is held. Convicted of killing 13 people with a single curse, he was said to be a dedicated follower of The Dark Lord Voldemort. In the end, he escapes from the prison and goes at Hogwarts, the school where Harry Potter has been studying. Harry Potter is not safe, and even within the walls of his magic school there may be traitors.

Purpose of study

This study explores the translation techniques frequently used in the English language novel translated into Thai language, Harry Potter and the Prisoner of Azkaban, which was written by J. K. Rowling and translated into Thai by Waleeporn Wongsuekul.

Scope of the study

The scope of the study is to explore the translation techniques was frequently used by Waleeporn Wongsuekul in her translation. The references, theories and translation techniques are primarily drawn from Meaning-based Translation: A Guide to Cross-Language Equivalence by Mildred L. Larson (1998).

Content of the study

The introduction provides information on the perspective of the study. Following the introduction is chapter two which covers five major topics: (1) the translation process; (2) translation methods which described for respect to source language emphasis and for respect to target language emphasis; (3) the semantic theory, kinds of meaning; (4) translation criticism, translation techniques; and (5) previous studies.

In chapter two, the literature review, several topics are covered: (1) the meaning of translation and different definitions of translation from a variety of scholars is explored; (2) the translation methods of several scholars are defined and translation methods from different scholars are explored in terms of appropriate context; (3) semantic theory and differences between surface structure and deep structure are introduced; (4) types of meaning in translation divided into three main points are

discussed; (5) translation criticism and comprehensive criticism of a translation is covered in five areas; (6) various techniques used in translation are discussed; and (7) previous studies which are different from the current study but have the same objectives are investigated.

Chapter three contains the methodology of this study which consists of the data, the materials, the procedures used in data collection, and the data analysis.

Chapter four analyzes the data from the book Harry Potter and the Prisoner of Azkaban by comparing the original English version with translated version. The findings are divided into 13 techniques based on Larson (1998). Some examples are provided in this chapter.

Chapter five is the last chapter and summarizes the translation techniques used in this study and provides recommendations for further study in the future.

Definitions of Key Terms

Definitions of terms are based on Larson (1998).

Doublet: Words or phrase which are similar in meanings which occur together as a unit in the receptor language.

Generic to specific: A kind of relationship between words in which the specific word is use to represent the general word.

Loan words: Words from another language which are unknown to most of the speakers of the receptor language. They are commonly used

for the names of people, place and
geographical areas.

Similes:	An expression which used to describe the similarity between things of different kinds, commonly formed with "like" or "as".
Synonym:	Word has the same or nearly the same meaning as another.
Culture substitute:	A translation technique using the existing words in the receptor language which is not exactly the same word as in the source language due to the differing culture of the source language and receptor language.
Hyperbole:	An expression which says more than the intention of the writer.
Idiom:	An expression of at least two words which cannot be understood literally and function as a unit semantically.
Metonymy:	The use of words in a figurative sense involving association
Euphemism:	A figurative expression used to avoid an offensive or unacceptable expression in the receptor culture, or used to substitute certain words in the area of death, sex, or the supernatural

Metaphor: Metaphors is common figure of speech in language used
                     for comparisons.

Literal translation: Form-based translation or word-for word
                     translation from the source language to
                     receptor language.

Source language: The language used in the original text.
                     English is the source language in this study.

Receptor language: The language uses in the Thai as
                     well as also called target language.

Figurative sense: A meaning of words which can be
                     interpreted in another a primary and
                     secondary sense, sometime cannot be
                     interpreted following the literal translation.
                     The translator needs to consider the meaning
                     in the context.

Unduly free translation: A kind of translation in which some of the
                     source text is retained but some part are
                     translate by adding extraneous information,
                     changing or distorting meaning.

Idiomatic translation: Meaning- based translation with use of
                     natural form of the receptor language both in
                     grammatical instructions and the choice of
                     lexical items.

Transliteration: Transliteration is writing the source language in a different alphabet from the receptor language.

Mistranslation: Mistranslation is found when the meaning of receptor language is different from the source language.

Over translation: Over translation is type of translation when the translator makes a meaning in the source language over the meaning than receptor language.

Under translation: Under translation is type of translation when the meaning in the receptor language is missing when compared with the source language.

Loan word with classifier: Loan word with classifier is word from another language which is unknown to most of the speakers of the receptor language. Sometimes the translator must use the modifier to the basic meaning of the term loan that a person, animal, place, or any other adjective to prevent ambiguity of the meaning.

CHAPTER TWO

Literature Review

A wide range of definitions of translation have been put forward from the past to nowadays. Scholars have given definitions of translation as follows. Larson (1998) explained that "translation is consists of transferring the meaning of the source language into the receptor language". In addition, Catford (1965) defined translation as "the replacement of textual material in one language (Source language: SL) by equivalent textual material in another language (target language: TL)". Another aspect comes from Newmark (1988) who defined translation in two terms: (1) "a craft consisting of an attempt to replace a written message in one language by the same message in another language", and (2) "the rendering the meaning of text into another language in the way intended by the author of the text". Nevertheless, Nida and Taber (as cited in ดวงตาสุพล, 2531) have explained that translation "consists in reproducing in the receptor language the closest natural equivalent of the source- language message, first in term of meaning and secondly in terms of style".

According to these theorists, translation can defined as a process of source language transfer to another language (or receptor language)with the meaning and form remaining equivalent. There are three important points in the process of translation that are: transferring, replacing and translating language.

1. Translation Process

In the many ways to translate the source language to the receptor language that the translator may utilize to achieve and create an equivalent meaning in the receptor language, and each scholar has indicated their own process of translation. For example,

Larson (1998, p.519-548) also divided the translation process into eight steps: (1) preparation, (2) analysis, (3) transfer, (4) initial draft, (5) reworking the initial draft, (6) testing the translation, (7) polishing the translation, and (8) preparing the manuscript for the publisher. So, she specifically divided the translation process as in the details. The first step, preparation, the translator have training in linguistics and in translation principle. The second step is analysis; the translator should have to pay more attention to key words and theme of the original language. The third step is to transfer; it is a process of analyzing the semantic structure of the initial draft in the translation. Step 4 is the initial draft that the translator had left the draft untouched for one or two weeks and then back for reworking of them in step 5 which included checking for accuracy and naturalness in the meaning of language. After the translators get a second draft and some translators might redraft again until they finish a final draft. Before finishing of final draft, many of translators are concerned with the quality of their work. Thus, step 6 is testing the translation, in this step the translator might test the translation by other expert consultants or testing the translation by themselves. After testing the translation, the translators need to check the process of polishing the translation in order to make the translation more accurate, natural and clear. Finally, step 8, the translators need to prepare the manuscript for the publisher which is the last step of the translation process.

2. Translation Methods

Several scholars have defined translation and given frameworks of translation methods that are dissimilar from each other and depend on appropriate context.

Newmark (1995) presented a translation method in the form of a flattened V diagram. He divided translation methods into main two groups: source language emphasis and target language emphasis. Each of these can divided into four subsequent, as follows.

SL emphasis   TL emphasis

<u>Word-for-word translation</u>   <u>Adaptation</u>

<u>Literal translation</u>   <u>free translation</u>

<u>Faithful translation</u>   <u>Idiomatic translation</u>

<u>Semantic translation</u>   <u>Communicative translation</u>

In respect to source language emphasis:

1. Word-for-word translation: The source language words are preserved and source language lexicon is translated singly by most common meaning.

2. Literal translation: The source language grammatical constructions are converted to target language but lexical words are translated singly out of context, this indicated problems to be solved.

3. Faithful translation: Attempts to reproduce the contextual meaning of the source text within the grammatical structure of the target language. It aims to state intention of author in source language to remain in target language.

4. Semantic translation: Maintain the contextual meaning of source language, target language must be appropriate.

In respect to target language emphasis:

1. Adaptation: This is the freest form of translation in that source language is converted to the target language and the text rewritten.

2. Free translation: Reproduces the content of source language but maintains the original form.

3. Idiomatic translation: Reproduces the source language but tends to result in subtle differences of meaning by preferring colloquialisms and idioms as these do not exist in the source language.

4. Communicative translation: This kind of translation attempts to translate the exact contextual meaning of the source language by such a way that source and target language are acceptable.

Larson (1998) pointed out that there are two main types translation: from-based translation and meaning-based translation. Form-based translation attempts to follow the form of source language, can be called literal translation. Meaning-based translation attempts to communicate the meaning of source language in the natural form of the receptor language be using idiomatic translation.

Larson (1998, p.19) states that "translations are often a mixture of a literal transfer of the grammatical units along with some idiomatic translation of the meaning of the text." However, it difficult to consistently translate idiomatically as the translator might express some part of the translation using natural forms and in other parts fall back into literal forms. The translation changes continuously from very literal, to literal, to modified literal, to near idiomatic, to idiomatic, and then moves on to be unduly free.

very liter	literal	modified literal	inconsistent mixture	near idiomatic	unduly free
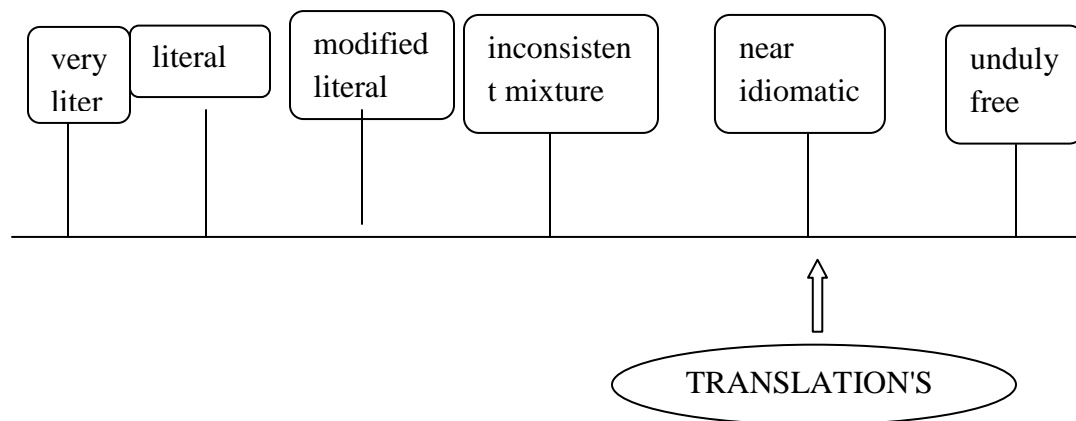
TRANSLATION'S

Figure 2: Continuum of Translation (Larson, 1998, p.19)

As can be seen figure 1, translation starts from very literal and moves step by step until achieving the translator's goal.

Larson (1998, p. 19) stated that translation is unduly free as follows: (1) unduly free translations are not considered acceptable translations for most purposes; (2) translations are unduly free if they add extraneous information not in the source text; and (3) translations are unduly free if they distort the facts of the historical and cultural setting of the source language text.

Sanchawee Saiba (สัญฉวี สายบัว, 2540) categorized translation into two main points. First, literal translation was the way that translators emphasized the original text as possible in the translated text. Second, free translation was focusing on the translated text where the translators tried to keep the meaning of the source text in the translated text. However, translators should be switching the presenting ideas in different grammatical structures from the source text to translated text.

Semantic theory

Larson (1998) stated that form and meaning can both be described as a surface structure and a deep structure. She pointed out the difference between the deep structure (semantic) and the surface structure (grammatical, lexical, and phonological). The surface structure does not reveal everything that one needs to know about the language in order to translate. However, the meaning is hidden in the deep structure.

Semantic structure is more important than grammatical structure which includes the type of units, the features and the relationships necessary for all languages. Languages all have the meaning components which can be identified as things, events, attributes or relations. Nevertheless, not all languages have the same surface structure. Semantic proposition consists of the groupings of meaning components that are related to event, thing and attribute in order to convey the central concept. The lexicon of the surface structure of a language can be identified by the distribution in the grammar. The word classes will depend on the groups of words such as subject, predicate and object in the sentence. The relation of these components can be described by "things" and can refer to nouns and pronouns. Event usually refers to verbs. Attribute can refer to adjectives and adverbs. Relations are shown by conjunctions, prepositions and particles. Surface structure consists of a larger group of semantic hierarchy and can be described as follows:

meaning component	morpheme (roots and affixes)
concept	word
complex concept(concept cluster)	phrase
proposition	clause
semantic paragraph	paragraph
episode	section
episode cluster	division
semantic part	part
discourse	
text	

The semantic hierarchy relation explains that the smallest unit in a language is a meaning component, and the meaning components form into a unit of concepts, concepts into propositions, propositions into propositional clusters, propositional clusters into semantic paragraphs, semantic paragraphs into episodes, episodes into episode clusters, and these units came from larger units of discourse.

Larson (1998) mentions that the translator has to study the surface structure of the source language to find the concepts and propositions of the semantic structure and then should reconstruct meaning of the semantic structure into surface structure of the receptor language. In addition, the translator should study the skewing receptor language grammar in the semantic structure and know how to use the skewing to make a new meaning in the natural way.

Regarding the communication situation, Larson (1998) stated that one way to look at the difference between meaning and form (between deep and surface meaning) is to consider the speaker (or writer) and the audience, their traditions and culture. There are

numerous factors in the communication situation; however, the translator must choose what they want to communicate. Sometimes, the meaning is obstructed by the limited number of forms (grammatical, lexical, and phonological) of the target language.

Translators may choose one form over another in order to convey an emotive meaning of the speaker (writer).

Types of meaning

Larson (1998) divided meaning into three main categories. Firstly, referential meaning is the way one has seen something and learns to call it or the word referring to a certain thing, event, attribution, or relation which a person can perceive. Secondly, organizational meaning is signaled by deictic, repetition, grouping and by many other features in the grammatical structure of a text. Thirdly, situational meaning refers to the culture background of the speaker and the addressee, and many other situational matters result. All communication is based on shared information that includes shared language structures, culture, previous conversations, having read the same material and common experience.

In fact, when one has a conversation with another person, one has to talk about two meanings of expressions. Firstly, explicit information is the way one calls the certain thing that the words refer to meaning directly. Secondly, implicit information means something that the words refer to meaning indirectly.

Translation criticism

Newmark (1995) mentioned that any comprehensive criticism of a translation has to cover five areas: text analysis, translator's purpose, comparing the translation with the original, evaluation of the translation, and the translation's future.

1. Text analysis

Critics analyze the text including the statement of the author's purpose and the attitude the author takes towards for characteristics of the readership.

2. Translation's purpose

Critic intend to see the point of view of the author in order to understand the translator's goal, purpose and translation methods.

3. Comparing the translation with the original

In this area it is important to know the way that the author solved the problems in the source text. The critics have to selectively consider the general features such as grammatical structure, cultural words, level of language and ambiguity.

4. Evaluation of the translation

The critics have to assess and evaluate the quality of the translation as through words are object and action.

5. The translation's future

In the final part, the critic needs to assess the translation work within the target language culture and the critic has to place the translation in an unusual environment.

Translation techniques

Larson (1998) had given various techniques to be used in translation as follows:

1. Relationship between Lexical items

- Generic to Specific
- Specific to Generic
- Substitute Word
- Reciprocal Word

2. Multiple Senses of Lexical items

- Primary Sense
- Secondary Sense

3. Figurative Sense

- Metonymy
- Synecdoche
- Idioms
- Euphemism
- Hyperbole

4. Person Reference

- Pronominal Systems
- Personification
- Role Designation

5. Collocation of Lexical items

- Fixed Collocation

- Cultural Clash

6. Lexical equivalent when concepts are shared

- Synonyms
- Antonyms
- Doublet
- Negating Antonyms

7. Lexical equivalent when concepts are unknown

- Descriptive Phrase Modified to Form
- Descriptive Phrase Modified to Function
- Descriptive Phrase Modified to Form and Function
- Loan Word
- Borrowed Word
- Cultural Substitute Word

8. Special problems in finding lexicon equivalent

- Key Word
- Symbolic Word
- Implicit and Explicit Components of Meaning

9. The Proposition Structure

9.1 Skewing between propositional structure and clause structure

- Passive Construction
- Abstract Noun
- Genitive Construction

9.2 Skewing between Illocutionary force and grammatical form

- Rhetorical Question
- Declarative Sentence
- Negative
- Irony

10. Figurative Propositions

- Metaphor
- Similes

11. Errors

- Over translation
- Under translation
- Mistranslation
- Inappropriate Translation

Previous studies

Currently, many researchers have studied translation techniques. For example, Duangjai (2007) studied an analysis of English-Thai translation of The Orange Girl with applies Larson's translation theory. The analysis focuses on the idiomatic sense which refers to language in common uses, flowing and appropriate language. Duangjai discusses how the translator applies translation strategies to convey the meaning from source language to target language, which requires a translator who is conversant with translation knowledge. She also illustrates that the knowledge consists of form and meaning, kinds of translation, the semantic structure of language following Larson's translation theory and all translation techniques. In discussion of analysis, she found that the translator can apply 33 translation techniques appropriately and that writing skills,

lexical skills and imagination are essential for the translator to posses. However, the result of this study have shown the similar results as Puengpradit (2009) who studied the

analysis of the translation of The Five People You Meet In Heaven. The researcher investigates the translation techniques in the story based on semantic theory and meaning-based translation of Larson (1984). The researcher found that the translator

applied 16 translation techniques more frequently in the translation. For example, generic words to specific words, direct one to one lexical items, one form in the source language to a different form in the receptor language with similar concept, borrow word, doublets, hyperbole and so on. However, the researcher's results show that the translator used various translation techniques to translate this book from English into Thai, some of which were incorrect or inappropriate and resulted in errors. Moreover, the translator selected inappropriate words or wrong words in the receptor language when translating, completely changing the meaning and distorting the original content of the story.

Chamroensap (2005) investigated a translation of J.K.Rowling's Harry Potter and

the Prisoner of Azkaban from English into Thai, mainly focusing on analyzing the accuracy of meaning and the naturalness of the target language and the equivalent effect of the translated text based on Larson (1998). Chamroensap states that after testing the

translation, the translators needed to polish the translation again in order to make the translation work as accurate, natural and clear as possible.

Newmark (1988) suggested that there were three steps in translation process. The

first is interpretation and analysis. Second, is the translation procedure that might be free or literal translation depending on what kind of text. The last step is reformulation of the translated text. After the data was collected which compared sentence by sentence, the made three conclusions. Firstly, in the meaning, there were a great deal of mistakes in meaning in the translated text such as mistranslation and over-translation, which the

researcher considered as trifling because they had little affect on the story. Secondly, the naturalness, smoothness, style and tone of the original text has been conveyed most effectively thought the translated text and is smooth and natural in the target language. Thirdly, equivalent effect found that the translator was successful in interpreting and translating the author's intention in the original text to the translated text. Also the translated text can make readers feel the equivalent emotion as though they read the original text. In the discussion, the researcher believes that the translation studied is a good translation as it is well translated in terms of style, tone and accuracy of story. The researcher recommends that if the translators have a good understanding of the structure of syntax and cultural differences between the original text and the translated version, it would help upgrade the quality of translation.

In this chapter, the researcher has reviewed several topics in each part of translation theory which are consisted of translation process; meaning of translation; the translation methods; semantic theory; type of meaning in translation; various techniques used in translation; and previous studies were reviewed. The next chapter will present about the methodology of the study.

CHAPTER THREE

Methodology

In this chapter the methodology used in the study is described. It consists of the data, the materials, the procedures used in the data collection and the data analysis.

Data Collection

The data of this study are:

The original English language book Harry Potter and the Prisoner of Azkaban written by J. K. Rowling. Published in London by Scholastic, 1999.

The Thai translation of this book "แฮร์รี่ พอตเตอร์กับนักโทษแห่งอัซคาบัน" by Waleeporn Wongsuekul (วลีพร หวังซื่อกุล). Published in Bangkok by Nannmee Books, 2000.

The first ten pages of the text of each chapter of both the original book and the translated book have been analyzed.

Materials

This study is drawn from a number of texts. The main texts are the original English book and the Thai translation which form the subjects of the study. The other texts in this study relate to translation theories both in Thai and English, such as Meaning-based Translation by Mildred L. Larson, A Textbook of Translation by Peter Newmark and Theory and Strategies of Translation by Duangta Suphon (ดวงตา สุพล), and "หลักการแปล" by สัญฉวี สายบัว.

 Data Analysis:

The researcher collected the data from Harry Potter and the Prisoner of Azkaban and "แฮร์รี่ พอตเตอร์กับนักโทษแห่งอัซคาบัน" by comparing sentence by sentence the original work and the Thai translation of the original work and also related the data to translation theories in order to collect the information and select appropriate examples in both the original and translated books. In this study, the researcher presents translation analysis technique by technique and these data are analyzed according to Larson's theory (1998).

After carefully reading and comparing the two texts, the source text and the receptor text were analyzed based on Larson's theory framework according to the text Meaning-based Translation. When comparing the source language and the receptor language, several techniques mentioned in various translation theories were utlized. The research has summarized the various techniques based on Larson's theory.

In this study, special attention is given to the frequency of 17 translation techniques as follows: (1) Doublet, (2) Generic word to specific word, (3) Loan word, (4) Reciprocal word, (5) Hyperbole, (6) Synonym, (7) culture substitute, (8) Idiom, (9) Simile, (10) Synecdoche, (11) Euphemism, (12) Metaphor, (13) Metonymy, (14) Mistranslation, (15) Over translation, (16) Under translation, (17) Loan word with classifier.

 Some examples of each technique used to translate the source text to receptor text are compared and placed side by side in the tables. Critical explanations and descriptive examples are included at the end of each pattern. However, this study does not cover direct one to one lexical technique.

After summarizing the data analysis of each translation techniques used in this study, the researcher can answer the research question: What is the most frequently used

translation technique in the translation of Harry Potter and the Prisoner of Azkaban into

''แฮร์รี่ พอตเตอร์กับนักโทษแห่งอัซคาบัน'' by Waleeporn Wongsuekul?

Examples of analysis:

Here are some examples of analysis of the translation techniques used in this study.

1. Generic word to specific word:

Generic word refers to all sets of words and words that are grouped together in a language and given a class name (Larson, 1998, p.72). On the other hand, specific words have additional components of meaning as well as the meaning of the generic term (Larson, 1998, p.72). Therefore, "generic to specific word" is a word which is grouped in a class of things, and translated into the specific details of something.

Table 1

Generic word to specific word

The source language	The receptor language	Remark
It was nearly midnight, and he was lying on his stomach in bed, the blankets <u>drawn</u> right over head like a tent. (p. 1)	เกือบเที่ยงคืนแล้ว แฮร์รี่กำลังนอนคว่ำอยู่บนเตียง มีผ้าห่ม<u>คลุมโปง</u>อยู่บนหัวราวกับเต็นท์(p.11)	The word <u>drawn</u> in source language means to move something by pulling it over gently, <u>คลุมโปง</u> in receptor language. In this case, the translator chose the word

		คลุมโปง to translate <u>drawn</u> that specifically shows covering the body completely.
This <u>separation</u> from his spell books is a real problem for Harry. (p. 3)	การเอาสมุดคาถาไปซ่อนนี้เป็นปัญหาใหญ่สำหรับแฮร์รี่.(p.13)	The word <u>separation</u> in source language means the act of separating people or things, <u>ซ่อน</u> in receptor language means hide from something that specifically shows hiding from something.
So Harry had had no <u>word</u> from any of wizarding friends for five long weeks. (p. 5)	ดังนั้น แฮร์รี่จึงไม่ได้ข่าวคราวจากเพื่อนๆ พ่อมดแม่มดด้วยกันเป็นเวลานานถึงห้าสัปดาห์.(p.15)	The word "<u>word</u>" in the source language means something can be spoken or written, <u>ข่าวคราว</u> in receptor language means news from his friends. The word "ข่าวคราว " illustrates very specifically about in the receptor language.
It's amazing here in Egypt. Bill's taken us around all the tombs and you wouldn't believe the curses old Egyptian wizards <u>put on</u>	ที่อียิปต์นี่ยอดเลย บิลพาเราไปเที่ยวทั่วทุกสุสาน นายต้องนึกไม่ถึงเลยว่าพ่อมดแม่มดสมัยก่อนน่ะ<u>ร่ายคำสาป</u>ไว้มากขนาดไหน.(p. 20)	The word "<u>put on</u>" in the source language means something that is done to trick or cheat people, <u>ร่ายคำสาป</u>

them. (p.9)		สาป in the receptor language means recited magic formulas or incantations. When the translator translated into the receptor language the meaning is very specific from "put on them" into recited magic formulas.

Finding

To present and achieve equivalent meaning in the receptor language as the source language, generic words in the source language were translated with more specific meaning in receptor language than contained in the source language, as the researcher has shown in table 1.

This chapter has mainly described the process of this study, which focused on the data, the materials, the procedures used in data collection, and the data analysis. The next chapter will analyze the data from the book Harry Potter and the Prisoner of Azkaban by using the translation techniques based on Larson (1998).

CHAPTER FOUR

Results

This chapter, the researcher will analyze the data from Harry Potter and the Prisoner of Azkaban and the Thai language translation by comparing the original English version with the translated version. The findings will discuss based on the Larson's theoretical framework. Some examples will be provided.

1. Generic word to specific word

Generic words include all sets of words referring to words that are grouped together in a language and given a class name (Larson, 1998, p.72). On the other hand, specific words have additional components of meaning as well as the meaning of the generic term (Larson, 1998, p.72). Therefore, "generic to specific word" is a word which grouped in a class of things, and translated into the specific details of something.

Table 1

Generic word to specific word

No.	The source language	page	The receptor language	page	remarks
1	It was nearly midnight, and he was lying on his stomach in bed. the blankets <u>drawn</u>	1	เกือบเที่ยงคืนแล้ว แฮร์รี่กำลังนอนคว่ำอยู่บนเตียง มีผ้าห่ม	11	The word <u>drawn </u>in source language means

	right over head like a tent		คลุมโปงอยู่บนหัวราวกับ เต็นท์.		to move something by pulling it or them gently, คลุมโปง in receptor language. In this case, the translator chose the word คลุมโปง to translate drawn that shown the specific of cover the body completely.
2	This separation from his spell books a real problem for harry.	3	การเอาสมุดคาถาไปซ่อนนี้ เป็นปัญหาใหญ่สำหรับแฮร์รี่.	13	The word separation in source language means the act of separating people or things, ซ่อน in receptor language means hide from something that

					shown the specific of hiding from something.
3	So Harry had had no <u>word</u> from any of wizarding friends for five long weeks.	5	ดังนั้น แฮร์รี่จึงไม่ได้<u>ข่าวคราว</u> จากเพื่อนๆ พ่อมดแม่มด ด้วยกันเป็นเวลานานถึงห้า สัปดาห์.	15	The word "word" in source language means something can be spoken or written, <u>ข่าวคราว</u> in receptor language means a news from his friends. The word "<u>ข่าวคราว</u> " illustrates very specific about in receptor language.
4	It's amazing here in Egypt. Bill's taken us around all the tomb and you wouldn't believe the curses old Egyptian wizards <u>put on</u> them.	9	ที่อียิปต์นี่ยอดเลย บิลพาเรา ไปเที่ยวทั่วทุกสุสาน นาย ต้องนึกไม่ถึงเลยว่าพ่อมดแม่ มดสมัยก่อนน่ะ<u>ร่ายคำสาป</u>ไว้	20	The word " <u>put on</u>" in a source language means something that is done to trick or cheat people,

				ร่ายคำสาป in receptor language recited magic formulas or incantation. When translator translated in to receptor language is very specific from "put on them" into recited magic formulas.
5	Dudley had spent most of summer in the kitchen, his piggy <u>little eyes</u> fixed on the screen and his five chins wobbling as he ate continually.	16	ดัดลีย์ใช้เวลาส่วนใหญ่ตอน ปิดเทอมขลุกอยู่ในครัว <u>ตา เล็กยิบหยี</u> ของเขาจ้องเป๋งอยู่ ที่หน้าจอ คางเป็นลอนซ้อน ท้ายห้าชั้นสั่นกระเพื่อม ขณะที่กินต่อเนื่องไม่หยุดปาก	28	The word " <u>little eyes</u>" in source language is means something narrow, small, tiny. However, in the source language was translated in specific meaning that " <u>ตาเล็กยิบหยี</u>" the translator means

(cont. from previous) มากขนาดไหน.

					that very small eyes.
6	"Secondly", said Uncle Vernon, acting as thought he had not heard Harry's reply, " as Marge doesn't know anything about your <u>abnormality</u>" I don't want any -any funny stuff while she's here.	19	"อย่างที่สอง" ลุงเว่อร์นอน ทำท่าราวกับไม่ได้ยินคำตอบ ของแฮร์รี่ "ในเมื่อป้ามาร์จไม่ รู้เรื่องความผิดปกติของแก ฉันไม่ต้องการให้มีเรื่อง-- เรื่อง<u>พิลึก</u>ๆเกิดขึ้นระหว่างที่ ป้ามาร์จมาอยู่ที่นี่ ทำตัวให้ดี ด้วย เข้าใจไหม"	31	The word "<u>abnormality</u>" in source language means that something in behavior shows extraordinary. In the other words, in source language, the translator was translated in the word " <u>พิลึก</u>" that very specific in order to queer or strange.
7	"Stop it! Stop it!" cried the manager, poking the <u>walking stick</u> through the bars and knocking the books apart.	53	"หยุดนะ! หยุด!"ผู้จัดการ ร้องห้าม เอา<u>ไม้ตะพด</u>แหย่เข้า ไปทางช่องลูกกรง และเคาะ ให้หนังสือแยกจากกัน	72	The translator translate the <u>walking stick</u> to specific meaning ไม้ตะพด into receptor language.
8	The manager <u>passed</u> Unfogging the Future into	54	คนขาย<u>ยัด</u>หนังสือเผยชะตา	73	The translator divides the

	Harry's hands.		อนาคตใส่มือแฮร์รี่		word <u>passed</u> by using the specific word ยัด into receptor language.
9	Harry <u>stepped backward</u>	33	แฮร์รี่<u>ผงะถอยหลัง</u>	48	In source language <u>stepped backward</u> means back toward by step. When the translator translated in receptor language very specific in order to draw back and fear in something.
10	Ron <u>checked</u> his course schedule.	99	รอน<u>ก้ม</u>ดูตารางเรียน	124	The word " <u>checked</u>" in source language means investigate or examine. Whereas, in receptor

					language the translator was given a meaning in specific meaning is Ron <u>was bend down and see his schedule</u>.
11	They head down to breakfast, where Mr.Weasley was reading the front page of the Daily Prophet with a <u>furrowed brow</u> .	69	พวกเด็กๆเดินลงมาไปรับประทานอาหารเช้าตรงที่นายวีสลีย์กำลังอ่านหนังสือข่าวหน้าหนึ่งของหนังสือพิมพ์เดลี่พรอเฟ็ตด้วยความคิดที่<u>ขมวดมุ่นอยู่</u>	91	The translator using the specific words ด้วยความคิดที่ขมวดมุ่น replaced <u>furrowed brow</u> into receptor language.
12	"It's all right, Crookshanks," Hermione cooed through the <u>wickerwork.</u>	70	"ไม่เป็นไรจ๊ะ ครุกแชงก์" เฮอร์ไมโอนี่ส่งเสียงปลอบผ่าน<u>ตะกร้าหวาย.</u>	91	The translator employs <u>wickerwork</u> to specific word ตะกร้าหวาย in receptor language.
13	The journey to King's Cross was <u>very uneventful</u> compared with Harry's trip on	70	การเดินทางไปยังคิงส์ครอสช่างจืดชืดเมื่อเปรียบเทียบกับ	92	The translator translates <u>very uneventful</u> to

	the Knight Bus.		การเดินทางของแฮร์รี่บน รถเมล์อัศวินราตรี		specific meaning ช่างจืด ชืด into receptor language.
14	"I hope there's <u>something good</u> for lunch"	130	" หวังว่ามื้อกลางวันคงมีอะไร <u>อร่อยๆ</u>ให้กินนะ"	160	The translator divides <u>something good</u> to specific meaning <u>อร่อยๆ</u> into receptor language.
15	" Everything <u>under control</u>, sir"	165	"ทุกอย่าง<u>เรียบร้อย</u>ดีครับ"	201	The translator employs <u>under control</u> to specific meaning เรียบร้อย ดี into receptor language.
16	Professor McGonagall considered him <u>intently.</u>		ศาสตราจารย์มักกอนนากัล เพ่งมองเขาอย่าง<u>พินิจ พิเคราะห์</u>	205	The translator translates <u>intently</u> by using specific meaning พินิจ พิเคราะห์ into receptor

					language.
17	Harry skidded <u>to a halt</u> outside the Defense Against the Dark Arts classroom, pulled the door open, and dashed inside.	170	แฮร์รี่<u>หยุดกึก</u>อยู่นอกห้องเรียน เขาดึงประตูเปิดแล้วพุ่งเข้าไปข้างใน	208	The translator using the words <u>หยุดกึก</u> to translates specific meaning of <u>a halt</u> in receptor language.
18	Harry <u>felt sick</u> and humiliate every time he thought of them.	184	แฮร์รี่รู้สึก<u>ผะอืดผะอม</u>และขายหน้าทุกครั้งที่นึกถึง.	224	The translator translates the words <u>felt sick</u> to specific words <u>ผะอืดผะอม</u> into the receptor language.
19	The <u>babble</u> broke out again.	185	เสียง<u>จ้อกแจ้ก</u>ดังขึ้นอีก	226	The translator translates the word <u>babble</u> to specific words <u>จ้อกแจ้ก</u> into the receptor language.
20	" They planted the Whomping Willow the same year that <u>I</u> arrived at Hogwarts".	186	"เขาปลูกต้นวิลโลว์จอมหวดปีเดียวกับที่<u>ครู</u>เข้าฮอกวอตส์"	227	The translator translates the word <u>I</u>

					to specific meaning ครู into receptor language.
21	Lupin <u>looked at</u> him quickly.	187	ลูปินตวัดสายตามองเด็กชาย	228	The translator divides the words <u>looked at</u> to specific meaning ตวัด สายตามอง into receptor language.
22	" No, let's visit Hagrid," said Harry <u>firmly.</u>	216	"ไม่ ไปเยี่ยมแฮกริดเถอะ" แฮร์รี่พูดอย่าง<u>มุ่งมั่น</u>	261	The translator using a specific words มุ่งมั่น for translates <u>firmly</u> in receptor language.
23	Hermione, <u>sitting down</u> and lying a hand on Hagrid's massive forearm.	219	เฮอร์ไมโอนี่<u>ทรุดตัวลงนั่ง</u>เอา มือวางลงบนท่อนแขนอัน ใหญ่โตมโหฬารของแฮร์กริด	264	The translator employs the words <u>sitting down</u> into a specific words ทรุดตัวลงนั่ง into receptor language.

24	It looked like <u>the end of</u> Ron and Hermione's friendship.	252	ดูราวกับว่ามิตรภาพระหว่างรอนและเฮอร์ไมโอนี่ได้<u>ขาดสะบั้นลง</u>	304	The translator translates the words <u>the end of</u> into a specific words ขาดสะบั้นลง.
25	And then I yelled, and he <u>scampered</u>.	270	เขามองฉัน ฉันก็มองเขา แล้วฉันก็แหกปากตะโกน เขาก็<u>เผ่นแน่บไปเลย</u>	326	The translator using a specific words เผ่นแน่บไปเลย for specific meaning of <u>scampered</u> from source language to receptor language.
26	" Look at him <u>blubber</u>"	293	"ดูไอ้<u>บื้อ</u> นั่นสิ"	352	The translator translates <u>blubber</u> to specific words ไอ้บื้อ to specific of meaning.
27	Professor Lupin had compliled the most <u>unusual</u> exam any of them had ever taken	318	ศาสตราจารย์ลูปินจัดการสอบ<u>แปลกประหลาด</u>ที่สุดเท่าที่พวกเด็กๆเคยเห็นมา	381	The translator translates the word <u>unusual</u> to specific meanig of แปลกประหลาด

					into receptor language.
28	Hermione and Ron, not being on speaking terms with the Minister of Magic, hovered <u>awkwardly</u> in the backmground.	319	เฮอร์ไมโอนี่และรอนซึ่งไม่คุ้นกับการพูดคุยกับคนระดับรัฐมนตรีกระทรวงเวทมนตร์ยืนเตร่<u>อย่างเคอะเขิน</u>อยู่เบื้องหลัง	382	The translator using the words อย่างเคอะเขิน for specific meaning of <u>awkwardly</u> into receptor language.
29	"But Peter <u>got</u> wind of what was going on and ran for it.."	364	"แต่ปีเตอร์ <u>ระแคะระคาย</u>เรื่องที่กำลังจะเกิดขึ้นก็เลยหนีไป..."	434	The translator employs a meaning of <u>got</u> to a specific meaning of ระแคะระคาย into receptor language.
30	<u>The grounds</u> were very dark now	380	<u>บริเวณโรงเรียน</u>มืดมากแล้วในตอนนี้	452	The translator translates the words <u>The grounds</u> to specific words บริเวณโรงเรียน into receptor language.

31	"Well, well...we shall see, Snap, we shall see...<u>The boy</u> has undoubtedly been foolish...	387	"เอาล่ะ เอาล่ะ...แล้วเราจะคิดดูนะ แล้วค่อยคิดกัน...ที่แน่ๆ ก็คือ<u>เจ้าหนู</u>คนนี่เหลวไหล.	461	The translator the words <u>The boy</u> to specific of meaning เจ้าหนู into receptor language.
32	"Miss Granger, <u>HOLD YOUR TONGUE</u>"	390	"เกรนเจอร์ <u>หุบปากของปากของเธอซะ</u>"	465	The translator expresses the words "หุบปากของปากของเธอซะ" for appropriate of meaning in this context.
33	"Headmaster!" <u>sputtered</u> Madam Pomfrey.	391	"ท่านอาจารย์ใหญ่ค่ะ" มาดามพอมฟรี<u>กระฟัดกระเฟียด</u>	466	The translator using a specific word กระฟัดกระเฟียด for this context.
34	"Professor Lupin is<u> currently</u> deep in the forest"	392	ตอนนี้ศาสตร์ลูปิน <u>หมก</u>ตัวอยู่ในป่าลึก	467	The translator translates <u>currently</u> to the specific word หมก into receptor language.

35	And then he felt <u>solid ground</u> beneath his feet,	394	และแล้วเขาก็รู้สึกว่าตัวเองยืน เหยียบพื้นอันมั่นคง	470	The translator translates <u>solid ground</u> to specific meaning of พื้น อันมั่นคง into receptor language.

Finding

To present and achieve an equivalent meaning from the source language to receptor language, the generic words in the source language are translated to more specific meanings into receptor language as shown in table.

2. Doublet

"A double consists of two words near synonymous words or phrases which occur as a unit. For example, spots and blemishes, holy and righteous, and strangers and foreigners". (Larson, 1998, p. 172).

Table 2

Doublet

No.	Source language	page	Receptor language	page	Remarks
1	The silence in the dark house was broken only by the distant, grunting snores of his <u>enormous</u> cousin, Dudley.	5	ท่ามกลางความเงียบใน บ้านอันมืดมิด มีเพียง เสียงกรนครืดคราดดัง อยู่ไกลๆของดัดลีย์ ลูกพี่ลูกน้องร่าง<u>จ้ำม่ำ</u> ของเขาเท่านั้น	15	The translator translated the word enormous into <u>จ้ำม่ำ</u> Into source language to convey the reader believe that Dudley have enormous of the body.
2	A large witch in front of Harry moved, and he was able to read the sign next to the broom, price <u>on request</u>..Harry didn't like to think how much gold the Firebolt would cost.	51	แม่มดร่างใหญ่ข้างหน้า แฮร์รี่ขยับออกไป เด็กชายจึงสามารถอ่าน ป้ายที่ติดตรงข้างๆ ไม้ กวาด สนใจโปรด <u>สอบถาม</u>ราคา แฮร์รี่ไม่ อยากจะคิดเลยว่า ราคา ของไฟร์โบลต์จะต้อง เป็นจำนวนเงินเท่าไหร่.	70	The translator translates "on request" by using doublet words " สอบถาม" in receptor language.
3	He had never wanted anything as much in his whole life-but he had never	52	แต่เขาก็ไม่เคย<u>พ่ายแพ้</u> ในเกมควิดดิชยามเหาะ	70	The translator translates "lost" by

	lost a Quidditch match on his Nimbus Two Thousand.		เหินกลางอากาศบนไม้ กวาดนิมบัสรุ่นสองพัน ของเขาเลยสักครั้ง.		using the word "พ่าย แพ้" into receptor language for content naturalness.
4	There was a large iron cage behind the glass that held about a hundred copies of The monster Book of Monster. Torn pages <u>were flying</u> everywhere as the books grappled with each other, locked together in furious wrestling matches and snapping aggressively.	52	กลับมีกรงเหล็กขนาด ใหญ่ตั้งอยู่หลังตู้กระจก ในกรงใส่หนังสือชื่อ ปีศาจว่าด้วยเรื่องปีศาจ อยู่ราวๆร้อยเล่ม หน้ากระดาษฉีกขาด <u>ปลิวว่อน</u>เกลื่อนทั่วกรง ขณะที่บรรดาหนังสือไล่ ปล้ำกอดรัดฟัดเหวี่ยง กันแบบกีฬามวยปล้ำอัน ดุเดือด และไล่งับกัน อย่างดุร้าย.	70	The translator employs ปลิวว่อน to make significant meaning in the receptor language.
5	"Get out of the way" said the manager <u>impatiently</u>, brushing Harry aside.	53	"ถอยไปก่อน" ผู้จัดการ พูดอย่าง<u>ร้อนรน</u> แล้วดัน ตัวแฮร์รี่หลบไปทางด้าน ข้าง.	70	The translator used the doublet word ร้อน รน for impatiently said behavior to grasp the reader to

					natural of meaning.
6	A loud ripping noise rent the air; two of the Monster Books had seized a third and were <u>pulling it apart.</u>	53	เสียงแควกดังลั่นอากาศมาเข้าหู หลังหนังสือปีศาจสองเล่มช่วยกันจับยึดเล่มที่สามแล้ว <u>กำลังฉีกกระชากออก.</u>	71	The translator chose the word ฉีกกระชาก be obvious of behavior in the source language.
7	Harry was still thinking about what Malfoy had said, while Ron was <u>seething</u> about Snap.	128	แฮร์รี่ยังคงครุ่นคิดถึงคำพูดของมัลฟอยขณะที่รอนยังไม่หาย<u>แค้นเคือง</u>สเนป	159	The translator illustrates the word "seething" into แค้นเคือง in receptor language for clearly felt of actor.
8	Who all looked <u>extremely confused.</u>	162	ทุกคนล้วนมีท่าง<u>งุนงง</u>เป็นที่สุด.	198	" Extremely confused" in source language is means very confused, the translator used doublet word is งุนงง in receptor language.
9	"Any <u>disturbance</u> should be reported to me immediately".	162	ถ้ามีอะไร<u>วุ่นวาย</u>เกิดขึ้น	199	The translator translates

			ให้รีบแจ้งโดยด่วน		<u>disturbance</u> by using doublet words, วุ่นวาย.
10	The hall immediately began <u>to buzz excitedly</u>	163	ทันใดนั้น ทั่วทั้งห้องโถง ก็มีแต่เสียง<u>เซ็งแซ่</u>ด้วย ความตื่นเต้น	199	The translator translates the phrase <u>to buzz excitedly</u> by using doublet words, เซ็งแซ่ for a significant of meaning.
11	To stop people entering by <u>stealth</u>.	164	ที่บนกำแพงน่ะมีคาถา ทุกอย่างร่ายกำกับไว้กัน ไม่ให้คนแอบ<u>ลักลอบ</u>เข้า มา	200	The translator translates <u>stealth</u> by using the doublet words, ลักลอบ.
12	" I want everyone in their sleeping bags and no more <u>talking</u>"	164	ขอให้ทุกคนอยู่ในถุง นอนของตนเอง ห้าม<u>พูดคุย</u>กันอีก	200	The translator employsพูดคุย to provide literal significant to the text.
13	Like the sky outside, was <u>scattered</u> with stars.	164	ซึ่งมีดาว<u>ระยิบระยับ</u> เหมือนกับท้องเบื้องนอก	201	The translator translates <u>scattered</u> by using the doublet words, ระยิบระยับ.
14	What with that, and the <u>whispering</u> that still filled the	164	ด้วยบรรยากาศเช่นนี้	201	The translator using the doublet words

	hall,		และเสียงกระซิบ กระซาบที่ยังคงดังอยู่ใน ห้องโถง		เสียงกระซิบกระซาบ translates the word <u>whispering.</u>
15	"Any <u>sign</u> of him, Professor?"	164	" มี<u>วี่แวว</u>เขาบ้างไหม ครับอาจารย์"	201	The translator divides the word <u>sign</u> into วี่แวว in source language.
16	" No. <u>All well</u> here?"	165	"ไม่หรอก ที่นี่อยู่กัน <u>เรียบร้อย</u>ดีนะ"	201	The translator translates <u>All well</u> by using the word เรียบร้อย into receptor language.
17	" Very well, Severus. I didn't really expect Black <u>to linger</u>."	165	"ดีมาก เซเวอร์รัส ฉันไม่ คิดหรอกว่าแบล็กยัง <u>ป้วนเปี้ยน</u>อยู่"	202	The translator translates <u>to linger</u> by using the doublet words ป้วนเปี้ยน for stylistic significance to receptor language.
18	" Oh yes" said Dumbledore <u>coldly</u>.	166	"อ๋อ อยากสิ" ดัมเบิลดอร์ ตอบอย่าง <u>เย็นชา</u>	203	The translator employs เย็นชา for appropriate of the meaning in the receptor language.
19	Percy looked <u>slightly</u> abashed.	166	เพอร์ซี่มีท่าทางเสียหน้า	203	The translator translates the word

			เล็กน้อย		slightly by using the doublet words เล็กน้อย into receptor language.
20	She said in very serious voice.	167	เธอพูดด้วยซุ้มเสียง จริงจังมาก	204	The translator translates voice by using the doublet words ซุ้มเสียง for significant meaning in receptor language.
21	Professor McGonnagall seemed very taken aback.	167	ศาสตราจารย์มักกอนนากัล มีท่าทางตกใจไม่น้อย	205	The translator using the doublet words ท่าทาง to translates the word seemed from source language to receptor language.
22	The day before the match, the winds reached howling point and the rain fell harder than ever.	169	วันก่อนการแข่งขัน ลมพัดแรงจนส่งเสียงหวีดหวิวและฝนก็ตกหนักกว่าที่เคย	207	The translator divides หวีดหวิว to literary a stylistic to the receptor language.
23	Cookshanks was spread out in front out in front of the fire like a large, ginger rug.	213	ครุกแชงก์เหยียดตัวนอนแผ่หลาอยู่หน้าเตาผิง ราวกับพรมสีส้มผืนใหญ่	258	The translator translates spread out by using the doublet words แผ่หลา into

					receptor language.
24	"This is <u>stupid</u>"	297	"นี่มัน <u>งี่เง่า</u>"	357	The translator using the doublet words งี่เง่า translates into receptor language.
25	She murmured over the <u>clinking</u> of her bangles.	297	เธอพึมพำคลอกับเสียง<u>กรุ๊งกริ๊ง</u>ของกำไล	357	The translator divides the doublet words กรุ๊งกริ๊ง into receptor language for appropriate of meaning.
26	Watching the giant squid propel itself <u>dreamily</u> across the surface of the lake.	314	นั่งดูปลาหมึกยักษ์ลอยตัว<u>เอื่อยเฉื่อย</u>อยู่บนผิวน้ำทะเลทราย	376	The translator using the words เอื่อยเฉื่อย into receptor language for stylistic of meaning.
27	He settled himself on the floor with his back against the wall, listening to a fly buzzing in the <u>sunny</u> window.	322	เด็กชายนั่งลงบนพื้นพลางเอนหลังพิงกำแพงหูฟังเสียงแมงบินหึ่งๆ อยู่ตรงหน้าตากลางแสงแดด<u>ส่องสว่าง</u> จิตใจของเขาล่องลอยไปอยู่กับแฮกริด.	385	The translator translates <u>sunny</u> into receptor language by using doublet words ส่องสว่าง for appropriate of meaning.

28	The three of them stood transfixed with <u>horror</u> under the Invisibility Cloak.	332	ทั้งสามยืนนิ่งขึงด้วย<u>ความสยดสยอง</u>อยู่ใต้ผ้าคลุมล่องหน	397	The translator divides ความสยดสยอง into receptor language for appropriate of meaning.
29	" I thought you'd come and help your friend," he said <u>hoarsely.</u>	339	"คิดอยู่แล้วว่าเธอต้องมาช่วยเพื่อน" เสียงของเขา<u>แหบห้าว</u>	405	The translator employs แหบห้าว into receptor language.
30	Black stopped struggling, though his hollowed eyes were still <u>fixed on</u> Scabbers.	350	แบล็คหยุดดิ้นรน แม้ว่าดวงตากลวงลึกจะยังจับ<u>แน่วนิ่ง</u>อยู่ที่สแคบเบอร์	418	The translator using the words แน่วนิ่ง in receptor language.
31	" Enough of this," said Lupin, and there was a <u>steely</u> note in his voice Harry had never heard before.	365	"พอได้แล้ว" ลูปินพูดขึ้นน้ำเสียงนั้นมีแวว<u>เหี้ยมเกรียม</u>แบบที่แฮร์รี่ไม่เคยได้ยินมาก่อน	435	The translator employs เหี้ยมเกรียม into the receptor language for appropriate of meaning.
32	Scabbers began to squeak without stopping, twisting and turning, his tiny black eyes <u>bulging</u> in his head.	365	สแคบเบอร์เริ่มต้นส่งเสียงร้องจี๊ดๆไม่หยุด มันบิดตัวไปมา ดวงตาดำคู่เล็กจิ๋ว<u>เหลือกถลน</u>	436	The translator using the doublet words เหลือกถลน replaces the word <u>bulging</u> in source language.
33	With <u>every ounce</u> of strength	385	แฮร์รี่รวบรวมพละกำลัง	459	The translator

	he could muster, Harry raised his head a few inches and saw an animal amid the light		ทุก<u>หยาดหยด</u>ในตัวโง ศีรษะขึ้นเล็กน้อยและ มองเห็นสัตว์หนึ่ง ท่ามกลางแสงสว่างนั้น		translates <u>every ounce </u>by using the doublet words หยาด หยด into receptor language.
34	He felt the last of his <u>strength</u> leave him, and his head hit the ground as he fainted.	358	เขารู้สึก<u>เรี่ยวแรง</u> หมดไป จากตัว ศีรษะของเขตกก ระทบพื้นพร้อมกับสติที่ ดับวูบ	459	The translator employs เรี่ยวแรง into receptor language for replace the meaning of <u>strength</u>.

Finding

The doublet technique is used in the translation into the receptor language to convey significant meaning that imitates the natural style of the receptor language. For example, the word lost is translated into doublet พ่ายแพ้ . The doublet used in the receptor language are more natural and interesting.

3. Simile

The simile is common figures of speech found in many languages, for example "He ran like the wind". In English, a simile always has the word like or as". (Larson, 1998, p. 271).

Table 3

Simile

No.	Source language	page	Receptor language	page	Remarks
1	It was nearly midnight, and he was lying on his stomach in bed, <u>the blankets drawn right over his head like a tent</u>,	1	เกือบเที่ยงคืนแล้ว แฮร์รี่กำลังนอนคว่ำอยู่บนเตียง <u>มีผ้าห่มคลุมโปงอยู่บนหัวราวกับเต็นท์</u>	11	The translator compares the blankets drawn like a tent.
2	It showed <u>a black dog large as a bear,</u>	54	มันเป็นรูป<u>สุนัขสีดำตัวใหญ่ขนาดพอๆกับหมี</u>	72	The translator compares a black large like as a bear for realistic of meaning.
3	He raised the wand to the shoulder height, said, " Waddiwasi" and pointed it at Peeves. <u>With the force of a bullet</u>, the wad of chewing shot out of the keyhole and straight down Peevers's left nostril.	131	ลูปินยกไม้กายสิทธิ์ขึ้นเสมออไหล่ แล้วพูดว่า " วาดดิวาซี่" และชี้ไม้กายสิทธิ์ไปที่พีฟส์ ก้อนหมากฝรั่งพุ่งออกจากรูกุญแจ<u>ด้วยความเร็วราวกับลูกกระสุน</u>และตรลงเข้ารูจมูกซ้ายของพีฟส์	162	The translator compares the force in the source language like a bullet in the receptor language

			ราวกับจับวาง.		
4	" Look at the state of his robes," Malfoy would say in a loud whisper as Professor Lupin passed. <u>"He dresses like our old house elf"</u>.	141	"ดูเสื้อคลุมเขาสิ " มัลฟอย จะกระซิบดังแบบนี้ เวลาที่อาจารย์ลูปินเดิน ผ่าน <u>"แต่งตัวอย่างกับ เอลฟ์แก่ๆที่บ้านเรา แน่ะ"</u>	137	The translator compares the actor old dress in the source language like an old house in the receptor language in order to be clear and realistic of context.
5	Ginny Weasley, <u>blushing furiously,</u>	183	ขณะที่จินนี่ วีสลีย์ ซึ่ง <u>หน้าแดงเป็นลูกตำลึง</u>	223	The translator compares a cheek of Ginny Weasley like a red local fruit in the receptor language that can make a clear image in the context and be easy to understand by Thai people
6	<u>A hatred</u> such as he had never known before <u>was coursing through Harry like poison</u>.	213	<u>ความเกลียดชังอย่างที่ เขาไม่เคยรู้จักมาก่อน กำลังแผ่ซ่านไปทั่วร่าง ประหนึ่งยาพิษ</u>	257	The translator compares hatred was coursing through his body like poison as diffusing through his body.
7	Harry stared up into grave face <u>and felt as though the</u>	393	แฮร์รี่เงยหน้าขึ้นแล้วจ้อง	468	The translator compares Harry

<u>ground beneath him were falling sharply away</u>. He had grown used to the idea that Dumbledore could solve anything. But no...their last hope was gone.		ตรงไปที่ใบหน้าอันเคร่ง ขรึมนั้น แล้วรู้สึกราวกับ <u>ว่าพื้นดินข้างใต้ตัวเขา ยุบยวบลงในทันใด</u> เขา คุ้นชินกับความคิดที่ว่า ดัมเบิลดอร์สามารถ แก้ปัญหาได้ทุกอย่าง แต่เปล่า...ความหวัง สุดท้ายละลายหายวับ ไปเสียแล้ว		disappointed like <u>as though the ground beneath him were falling sharply away</u> that make a realistic of meaning.

Finding

      The translator used simile technique for comparison (the likeness) that can be adequately translated into the receptor language. For example, blushing furiously like a local red fruit in the receptor language.

4. Mistranslation

      Mistranslation is found when the meaning of receptor language is different from the source language, Larson (1998).

Table 4

Mistranslation

No.	Source language	page	Receptor language	page	Remarks
1	Harry <u>pushed</u> his round glasses up the bridge of his nose.	1	แฮร์รี่<u>ขยับ</u>แว่นตารูปวงกลมของเขาที่เลื่อนลงไปให้เข้าที่บนดั้งจมูก	12	According to Oxford Advanced Learner's Dictionary of Current English. (2010), "<u>pushed</u> " refer to "do something forwarding". (p.1,193). Therefore, it should have been "แฮร์รี่<u>ผลัก</u>แว่นตารูปวงกลมของเขาที่เลื่อนลงไปให้เข้าที่บนดั้งจมูก".
2	He <u>leaned</u> on the sill.	6	เขา<u>เท้าแขน</u>ลงบนขอบหน้าต่าง.	16	According to Oxford Advanced Learner's Dictionary of Current English. (2010), " leaned" refer to " to bend or move from a vertical position" (p.845).

				However, the meaning should have been " เขา<u>เอนตัว</u>พิงขอบหน้าต่าง".
3	Harry had accidentally trodden on the <u>tail</u> of her favorite dog.	18	แฮร์รี่เผลอไปเหยียบ<u>เท้า</u>สุนัขตัวโปรดของหล่อนเข้า.	30	The translator translated the tail into เท้า that a wrong meaning, it should be " แฮร์รี่เผลอไปเหยียบ<u>หาง</u>สุนัขตัวโปรดของหล่อนเข้า".
4	Harry opened his trunk again and <u>pushed</u> the contents aside,	32	แฮร์รี่เปิดหีบใส่ของออกอีกครั้ง แล้ว<u>กวาด</u>ข้าวของข้างในไปรวมกันไว้ข้างหนึ่ง.	48	According to Oxford Advanced Learner's Dictionary of Current English. (2010), "<u>pushed</u>" refer to "do something forwarding". (p.1,193). However, it should have been " ผลัก " not "กวาด" as a meaning of action of pushed.

5	Snap moved away, leaving Neville <u>breathless</u> with fear.	126	สเนปเดินจากไป ทิ้งเนวิลล์กลัวจน<u>ลาน</u>.	156	According to Oxford Advanced Learner's Dictionary of Current English. (2010), " breathless " refer to "having difficultty in breathing". (p.173). Therefore, it should have been สเนปเดินจากไป ทิ้งเนวิลล์กลัวจน<u>หายใจยากลำบาก</u>.
6	Crookshanks slowly chewed up <u>the spider.</u>	145	ครุกแชงก์ค่อยๆ เคี้ยว<u>ซากแมงมุม</u>	178	The translator translated " <u>the spider</u>" into <u>ซากแมงมุม</u>. However, it should be แมงมุม not ซากแมงมุม.
7	"If Snape's teaching Defense Against Dark Arts again, I'm <u>skiving off</u>,".	185	"ถ้าสเนปสอนวิชาป้องกันตัวจากศาสตร์มืดอีกล่ะก็ <u>ฉันจะลาป่วย</u>"	225	According to Oxford Advanced Learner's Dictionary of Current English. (2010), " skiving off" refer to "to avoid

				work or school by staying away or leaving early" (p.1,393). Therefore, it should have been "ถ้าสเนปสอนวิชาป้องกัน ตัวจากศาสตร์มืดอีกล่ะก็ ฉันไม่เข้าเรียน(โดดเรียน)"

Finding

      After collecting the data from the source text, the researcher found that the problem occurred when the meaning in the receptor language is different from the meaning of the source language.

5. Overtranslation

      Over translation is type of translation when the translator makes a meaning in the source language over the meaning than receptor language. (Larson, 1998).

Table 5

Overtranslation

No.	Source language	page	Receptor language	page	Remarks
1	Professor Snape, who would be delighted to have an excuse to give Harry detention for a month.	3	ศาสตราจารย์สเนป จะต้องพอใจที่จะได้มี ข้ออ้างเพื่อกักบริเวณ แฮร์รี่หนึ่งเดือน<u>อย่าง แน่นอน</u>	13	The translator added the over translation อย่างแน่นอน into source language.
2	Ron Weasley, who was one of Harry's best friends at Hogwarts, came from a whole family of wizards.	3	รอน วีสลีย์ หนึ่งในเพื่อน สนิทของแฮร์รี่ที่ โรงเรียนฮอกวอตส์มา จากครอบครัวพ่อมด <u>แท้ๆ</u>	14	The translator added the words แท้ๆ into the receptor language that is an over translation.
3	Uncle Vernon had <u>given in</u> because of the racket Hedwig made if she was locked in her cage all the time.	5	ลุงยอมปล่อยนกฮูกของ เขาให้เป็นอิสระในตอน <u>กลางคืน</u>	15	The translator made over translation in order to make an over meaning in the receptor language by adding the words กลางคืน into the receptor language. However, in the

					source language, the author did not indicate" <u>had given in</u>" as a day time or night time.
4	Marge 's train gets in at ten.	17	รถไฟขบวนที่พี่มาร์จมา จะถึงสถานีตอนสิบโมง <u>นี่แหละ.</u>	30	The translator makes over translation with added the words" <u>นี่ แหละ</u>" into receptor language.
5	He didn 't have any Muggle money.	32	<u>มิหนำซ้ำ</u>เขายังไม่มีเงิน ของพวกมักเกิ้ล.	47	The translator translated over translation in order to the words " มิหนำซ้ำ" did not have in the source language.
6	"Ah, there's Penelope!" said Percy, smoothing his hair and going pink again.	71	"เอ๊ะ นั่นเพเนโลพี!" เพอร์ซี่ฑุดพลางลูบผม ให้เรียบ <u>ใบหน้าเป็นสี ชมพูอีกครั้ง.</u>	93	The translator translated the words <u>ใบหน้า</u> into the receptor language. However, the words ใบหน้า it not found in the source language.

Finding

  The translator makes an over in translation meaning of the source language into the receptor language by adding some passage morn the author mention into the receptor language

6. Hyperbole

  "A hyperbole is a metonymy or Synecdoche with more than the writer intended the reader to understand. The exaggeration is deliberately used for effect, and is not to be understood as if it were a literal description" (Larson, 1998, p.127).

Table 6

Hyperbole

No.	Source language	page	Receptor language	page	Remarks
1	Trying to ignore the way Professor Trelawney's <u>enormous eyes</u> filled with tears every time she looked him.	142	เขาพยายามไม่สนใจอาการที่ดวงตาคู่มหึมาของศาสตราจารย์ทรีลอว์นีย์มีน้ำตาเอ่อขึ้นทุกครั้งที่มองมาทางเขา	174	The real meaning of enormous is gigantic or huge. The translator produces the meaning of enormous as มหึมา to give the translated version naturalness.

2	" They planted the <u>Whomping Willow</u> the same year that I arrived at Hogwarts".	186	"เขาปลูกต้น<u>วิลโลว์จอม หวด</u>ปีเดียวกับที่ครู เข้าฮอกวอตส์"	227	Regarding the Whomping Willow which they beat by using a branch using the term ต้นวิลโลว์จอม หวด. Usually a tree cannot beat itself.
3	" Yeh don't know them <u>gargoyles</u> at the Committee fer the Diposal o' Dangerous Creatures!"	218	"เธอไม่รู้จัก<u>พวกใจหิน</u>ใน คณะกรรมการเพื่อการ กำจัดสัตว์!"	263	The translator translates <u>gargoyles</u> into receptor language as พวกใจหิน or to be heartless. This deliberate exaggeration is in the source language.
4	Hermione, sitting down and lying a hand on Hagrid's <u>massive forearm</u>	219	เฮอร์ไมโอนี่ทรุดตัวลงนั่ง เอามือว่างลงบนท่อน <u>แขนอันใหญ่โตมโหฬาร</u> ของแฮร์กริด	264	In source language the meaning of massive forearm is Hagrids' forearm is very big. But in the receptor language, the translator deliberately means huge or grand.
5	" Them Disposal devils, they're all in Lucius Malfy's pocket! <u>Scared o' him!</u> An' if	219	"ไอ้พวกวายร้ายช่าง กำจัดพวกมันอยู่ใต้	264	The translator translates <u>Scared o' him!</u> with hyperbole

	I lose the case, Buckbeak-"		อิทธิพลของลูเซียส มัลฟอยทุกคน! <u>กลัวจน หัวหด</u> ถ้าหากฉันแพ้คดี ก็		sense กลัวจนหัวหด for realistic meaning of very fear in something into receptor language.

Finding

     The translator uses hyperbole to employ a naturalness of meaning in the receptor language. This results in the reader more clearly understanding by using their imagination.

7. Synonym

     There are words which are very similar in meaning. On the other hand, there are groups of words which are synonymous in their nuclear meaning and contain certain addition positive or negative overtones (Larson, 1998, p. 78).

Table 7

Synonym

No.	Source language	page	Receptor language	page	Remarks
1	They were watching a brand-new television, a welcome-	16	พวกเขากำลังดูโทรทัศน์	28	The general meaning of the word

	home-for-the-summer present for Dudley, who had been <u>complaining loudly</u> about the living room.		เครื่องใหม่เอี่ยมที่ซื้อมารับขวัญวันปิดเทอมให้ดัดลีย์ ซึ่ง<u>บ่นโวยวาย</u>ว่าต้องเดินไกลจากโทรทัศน์ในห้องนั่งเล่นไปยังตู้เย็นในครัว.		<u>complaining</u> in Thai is บ่น, โวยวาย. The translator chooses the word โวยวาย that is appropriate for this context.
2	She was the <u>nosiest woman</u> in the world and spent most of her life spying on boring, law-abiding neighbors.	17	ป้าเป็นผู้หญิงที่<u>จุ้นจ้าน</u>ที่สุดในโลก และใช้ชีวิตส่วนใหญ่หมดไปกับการสอดรู้สอดเห็นเรื่องราวของเพื่อนบ้านผู้ล้วนแต่อยู่ในกรอบกฎหมายและน่าเบื่อ.	30	The meaning of the word nosiest in Thai means สอดรู้สอดเห็น. The translator selected จุ้นจ้าน in the receptor language as it is a synonym with an adequate meaning
3	Harry, whose thoughts had been upstairs with the Broomstick Servicing Kit, was <u>brought</u> back to earth with an unpleasant bump.	18	แฮร์รี่ ซึ่งกำลังปล่อยใจล่องลอยขึ้นไปอยู่ที่อุปกรณ์ตกแต่งไม้กวาดที่ชั้นบน <u>ถูกกระชาก</u>ให้กลับมาอยู่ในโลกแห่งความจริงอันไม่ชวนรื่นรมย์.	30	The word brought in the general meaning of Thai is นำมา, พามา. The word กระชาก fits in the context because in this situation of story กระชากกลับมา is

				appropriate within this context.
4	He pointed out a fat finger <u>threateningly</u> at Harry--" we need to get a few things straight before I go and collect her".	18	ลุงชี้นิ้วมืออวบอูมมาที่แฮร์รี่<u>อย่างอาฆาตมาดร้าย</u>---เรามาตกลงกันให้เรียบร้อย ก่อนที่ฉันจะไปรับป้ามาร์จ.	31	The general meaning of the word threatens in Thai is คุกคาม, ขู่เข็ญ. The word อาฆาตมาดร้าย refers to the same intended meaning of threaten in the source language fits for อาฆาตมาดร้าย in the receptor language.
5	Classes started again the <u>next day.</u>	235	ชั้นเรียนเริ่มขึ้นอีกครั้งใน<u>วันรุ่งขึ้น.</u>	283	The word "next day" is means วันถัดมา. Therefore, in the receptor language translated to วันรุ่งขึ้น that is a synonym with the word "next day" in source langauge.

Finding

      A synonym is a word in a group of words with similar meanings but which are not used exactly the same in a sentence. Also, the translator selects the synonyms for appropriate meaning in the receptor language.

8. Loan word with classifier

      Loan word with classifier is word from another language which is unknown to most of the speakers of the receptor language. They are commonly used for the names of people, place and geographical areas. Sometimes the translator must use the modifier to the basic meaning of the term loan that a person, animal or place, or any other adjective to prevent ambiguity of the meaning. (Larson, 1998).

Table 8

Loan word with classifier

No.	Source language	page	Receptor language	page	Remarks
1	In Quality Quidditch Supplies,	55	ที่ร้านอุปกรณ์ ควิชดิชชั้น เยี่ยม	74	The Quidditch which kind of sport playing in the air by Witchcraft and Wizardry in Hogwarts

				School. The translator loaned this word with classifier of the function of the words Quality Quidditch Supplies as a <u>shop</u> from the source language into the receptor language for understanding what the writer trying to communicate to the reader.
2	They head down to breakfast, where Mr.Weasley was reading the front page of the <u>Daily Prophet</u> with a furrowed brow.	69	พวกเด็กๆเดินลงมาไปรับประทานอาหารเช้าตรงที่นายวีสลีย์กำลังอ่านหนังสือข่าวหน้าหนึ่งของ<u>หนังสือพิมพ์เดลี่พรอเฟ็ต</u>ด้วยคิดที่ขมวดมุ่นอยู่	91	The loan word <u>Daily Prophet,</u> which is expected to be unfamiliar to receptor language, is translated with the classifier <u>newspaper</u> as

					clarification.
3	" They planted the <u>Whomping Willow</u> the same year that <u>I</u> arrived at Hogwarts".	186	"เขาปลูกต้น<u>วิลโลว์</u>จอมหวด ปีเดียวกับที่<u>ครู</u>เข้าฮอกวอตส์"	227	The loan word <u>Whomping Willow,</u> which is expected to be unfamiliar to receptor language, is translated with the classifier <u>tree</u> as clarification.
4	"Mum and Dad would really love those <u>Tooth flossing Srtingmint</u>s from Honeydukes!"	190	"พ่อกับแม่ต้องชอบ<u>ไหมขัด ฟันรสสตริงมินต์</u>ของร้านฮันนี่ ดุกส์แน่ๆ"	231	The word <u>Tooth flossing Srtingmints</u> is transferred into Thai as a loan word <u>ไหมขัดฟันรส สตริงมินต์</u> and modifier by. <u>tooth flossing</u> Because of the unfamiliarity to receptor language , the loan word is used for more

				clarification.
	"Mum and Dad would really love those Toothflossing Srtingmints from Honeydukes!"	190	"พ่อกับแม่ต้องชอบไหมขัด ฟันรสสตริงมินต์ของ<u>ร้านฮันนี่ ดุกส์</u>แน่ๆ"	231	The loan word <u>Honeydukes,</u> which is believe to be unknown to the readers in the receptor language, is translated with the classifier <u>shop </u>for clarification.
5	Uncle Vernon, Aunt Petunia, and their son, Dudley, were Harry's only living relatives. They were <u>Muggle</u>, and they had a very medieval attitude toward magic.	2	ครอบครัวเดอร์สลีย์แห่ง บ้านเลขที่สี่ ซอยพรีเว็ต เป็น สาเหตุที่ทำให้แฮร์รี่ไม่เคย สนุกสนานกับวันปิดเทอมฤดู ร้อน ลุงเว่อร์นอน ป้าเพ็ตทู เนีย และดัดลีย์ ลูกชาย เป็น ญาติที่เหลืออยู่เพียง ครอบครัวเดียวของแฮร์รี่ ครัว ครัวนี้เป็น<u>พวกมักเกิ้ล</u> และมี ทัศนคติในเวทมนต์เก่าคร่ำครึ แบบเดียวกับคนในยุคกลางไม่	12	The translator modifies a loan word, <u>Muggle</u>, by adding a classifier to <u>พวก มักเกิ้ล</u> to make it clear to the reader of receptor language.

		มีผิด		

Finding

      The translator used the loan word with classifier for clarifying the basic meaning of the term loan that a person, animal or place, or any other adjective to prevent ambiguity of the meaning.

9. Loan word

      Loan words are formed from other languages that are unknown to most of the speakers of the receptor language. For instance, the names of people, places, geographical areas, thus these words need to have a classifier. For example, in the case of a translation of a name of person, country or river the original words in the source language are borrowed by the translator for complete meaning in the receptor language. (Larson, 1998, p. 186).

Table 9

Loan word

No.	Source language	page	Receptor language	page	Remarks
1	Harry Potter was a highly unusual boy in many ways.	1	แฮร์รี่ พอตเตอร์ เป็นเด็กประหลาดอย่างยิ่งใน	11	Harry Potter is the name of the main actor in this novel.

			หลายๆ เรื่องด้วยกัน		The translator used a loan word technique for the name of person in source langue not translated in the receptor language.
2	Harry could hear the buses rolling by in the unseen Muggle street behind him and the sound of the invisible crowd below in <u>Diagon Alley.</u>	54	แฮร์รี่ได้ยินเสียงรถ ประจำทางวิ่งผ่านไป ถนนที่มองไม่เห็นตัว เบื้องล่างใน<u>ตรอกไดแอ กอน.</u>	73	<u>Diagon Alley</u> is the place of the novel. The translator loaned the word into receptor langue is <u>ตรอกไดแอกอน.</u> This word well known in this novel in this episode.
3	They were there, both of them, sitting outside <u>Florean Fortescue's</u> Ice cream.	55	ทั้งสองคนนั่งอยู่ตรง นั้นเอง นั่งกันอยู่นอก ร้าน<u>ไอศกรีมของฟลอ เรียน ฟอร์เตสคิว</u>	74	The translator borrowed the word <u>Florean Fortescue's</u> Ice cream into the receptor language for easy to understand. This place is well known in the Harry Potter and the Prisoner of Azkabun.

| 4 | The journey to <u>King's Cross</u> was very uneventful compared with Harry's trip on the Knight Bus. | 70 | การเดินทางไป<u>ยังคิงส์ค</u>
<u>รอส</u>ช่างจืดชืดเมื่อเปรียบเทียบกับการเดินทางของแฮร์รี่บนรถเมล์อัศวินราตรี | 92 | The translator using loan word technique for appropriate meaning of the <u>King's Cross</u> into receptor language. |
| 5 | On the Saturday morning of the <u>Hogsmeade</u> trip, | 190 | ในเช้าวันเสาร์ที่นักเรียนไปเที่ยว<u>ฮอกส์</u>
<u>มี้ด</u> | 231 | The <u>Hogsmeade</u> is the famous place of the book, cannot translates to appropriate in other meaning. The translator using loan word for conservative of the meaning. |

Finding

Loan words are from other languages used in a receptor language. In this study the names of peoples and places are frequently used in the source language and translated into the receptor language. For example, Harry Potter, Diagon, Quidditch is widely used in Harry Potter and the Prisoner of Azkabun.

10. Culture substitute

A culture substitute is a generic word in the source language that the translator employs in the receptor language as a generic class or words that can describe the event or thing but with not exactly the same meaning as the source language (Larson, 1998, p.76)

Table 10

Culture substitute

No.	Source language	page	Receptor language	page	Remarks
1	Then he stood up, <u>stretched</u>, and checked the time on the luminous alarm clock on his bedside table.	5	เขาลุกขึ้นยืน<u>บิดขี้เกียจ</u> มองดูเวลาบนหน้าปัด นาฬิกาปลุกเรืองแสงที่ วางอยู่โต๊ะข้างเตียง	16	The <u>stretches</u> in the source language means extend and spread. Also, in Thai the word <u>บิดขี้เกียจ</u> is a movement motion of stretching muscle after waking up. However, the translator indicates the intention of the source language meaning to be easily understood in Thai peoples' culture.
2	Strangely <u>lopsided</u> creature	7	เป็นร่างของสัตว์ร่าง	17	In general <u>lop side</u> means uneven or

			ใหญ่เอียงกระเท่เร่พิกล		unequal in the source language. In other words, the translator indicates the meaning that in Thai culture เอียงกระเท่เร่พิกล means very imbalanced.
3	"Right," he snapped finally. "I shall <u>monitor your behavior carefully</u> during Marge's visit".	21	"ก็ได้" เขาตะคอกออกมาในที่สุด "ฉันจะ<u>เฝ้าดูแกไม่ให้คลาดสายตา</u>เลยระหว่างที่พี่มาร์จอยู่กับเรา"	34	The translator employs ไม่ให้คลาดสายตา in the receptor language, it also not exactly has the same meaning but can describe the same meaning in the source language.
4	Errol <u>seemed to have recovered</u>	21	แอร์รัล<u>ดูท่าทางค่อยยังชั่วขึ้นแล้ว</u>	34	The translator describes the phrase <u>seem to have recovered</u> into ดูท่าทางค่อยยังชั่วขึ้นแล้ว that has the same meaning but not exactly the meaning

				when translated word by word.

Finding

Due to differences of culture between the source language and receptor language, the translator was trying to find the lexical equivalent of each word which would have some equivalent meaning in both languages. For example, "stretched" in the source language is equivalent with "บิดขี้เกียจ"in the receptor language. In other words, both of the words in the source and receptor languages are not exactly the same but equivalent in meaning.

11. Idiom

"Idioms are expressions of at least two words which cannot be understood literally and which function as a unit semantically" (Larson, 1998, p.125).

Table 11

Idiom

No.	Source language	page	Receptor language	page	Remarks
1	" He's only silent because he's <u>too thick</u> to string two words to gether,"	169	"ที่เงียบขรึมเพราะว่าเขา ซื่อบื้อเกินกว่าจะเอา สองเขามาเรียงกันน่ะสิ"	206	In the source language "too thick" means very thick and cannot be understood by a literal translation. However, when the translator translates into the receptor language using ซื่อบื้อ which means too foolish or dull.
2	Harry <u>had no room in his head</u> to worry about anything except the match tomorrow.	169	แฮร์รี่<u>ไม่มีสมองจะคิด</u> กังวลเรื่องอื่นใดนอกเสีย จากการแข่งขันในวัน พรุ่งนี้	207	<u>"Had no room in his head"</u> in literal translation means Harry does not have room in his head.
3	"But Black couldn't have bought a Firebolt! <u>He's on the run!</u>	234	"แต่แบล็คคงจะสั่งซื้อไม้ กวาดไฟร์โบลต์ไม่ได้ หรอก! <u>เขากำลังหนี!</u>	283	The translator describes <u>He's on the run!</u> into receptor language which means เขากำลัง

				หนี! For appropriate of meaning. In literal translation means he's running.
4	"<u>Like father, like son</u>, Potter! I have just saved your neck; you should be thanking me on bended knee!.	361	"<u>พ่อยังไง ลูกก็ยังงั้น</u> พอตเตอร์ ฉันเพิ่งช่วย เธอหยกๆ เธอควร จะต้องคุกเข่าขอบคุณ ฉันถึงจะถูก".	431	The translator used an idiom for comparing Harry and his father by using the idiom "<u>Like father, like son</u> that means "<u>พ่อยังไง ลูกก็ยังงั้น</u>".

Finding

      The translator translates idiom from a source language into the receptor language for better understanding by the reader. However, idioms cannot be understood by literally translating such as too thick is not meant to be the opposite of very thin, but the idiom really means too foolish or dull.

12. Undertranslation

      Under translation is type of translation when the meaning in the receptor language is missing when compared with the source language. Larson (1998).

Table 12

Undertranslation

No.	Source language	page	Receptor language	page	Remarks
1	Harry's <u>dead parents</u>, who had been a witch and wizard themselves.	2	ไม่เคยมีใครพูดถึงพ่อกับแม่ของแฮร์รี่ซึ่งเป็นพ่อมดและแม่มดภายใต้ชายคาของบ้านเดอร์สลีย์เลย.	13	The translator should keep the word "dead" in the translation and the translator should have not assumed that everyone knows Harry's parents were dead.
2	She started at Harry for a moment <u>or two</u>.	167	เธอจ้องมองแฮร์รี่รอยู่อึดใจเต็มๆ.	205	The translator omitted to translate the word " two" into the receptor language.

Finding

   After collecting the data, the researcher found that the translator have missing translation from the source language into the receptor language. However, the translator should translate as the author wanted for accuracy of meaning.

CHAPTER FIVE

Conclusions and Recommendations

This chapter presents a summary of the study, discussions, conclusions and recommendations for further research.

This study aims to analyze the most frequently used translation techniques found in Harry Potter and The Prisoner of Azkaban in first ten pages of each chapter. The twelve techniques found are as follows: (1) Generic words to specific word, (2) Doublet, (3) Simile, (4) Mistranslation, (5) Over translation, (6) Hyperbole, (7) Synonym, (8) Loan word with classifier, (9) Loan word, (10) Culture substitute, (11) Idiom, (12) Under translation.

A sampling of the first ten pages of the 22 chapters in The Harry Potter and the Prisoner of Azkabun were used to collect a sample total of 119 samples. The following discusses the techniques used from the most used technique to the least used technique.

The most frequently used in the first ten pages of each chapter of the book is "generic word to specific word" of which 35 samples were found. The generic word to specific word includes all of a set of words as referring to those words that are group together in a language. For example, " the blankets <u>drawn</u> right over head" translates into the receptor language as <u>คลุมโปง</u>. The word <u>drawn</u> in the source language means to move something by pulling it or them gently, <u>คลุมโปง</u> in receptor language. In this case, the translator chose the word <u>คลุมโปง</u> to translate <u>drawn</u> that specifically shows to cover the <u>body completely.</u>

The second most commonly found technique is "doublet" technique of which 34 samples were found. For example, two words or near synonymous words or phrase "lost" is translated into the doublet พ่ายแพ้. The doublet used in the receptor language is natural and interesting of the meaning.

The third most used technique are "Simile and Mistranslation" of which seven samples were found. The translator used a similes technique for comparison (the likeness) that can an adequate translation be made in the receptor language. For example, "A hatred such as he had never known before was coursing through Harry like poison " translates into the receptor language as "ความเกลียดชังอย่างที่เขาไม่เคยรู้จักมาก่อนกำลังแผ่ซ่านไปทั่วร่างประหนึ่งยาพิษ". From the example, the translator compares hatred was coursing through his body like poison to diffuse through his body for adequate meaning in the receptor language. Mistranslation is found when the meaning of receptor language is different from the source language. For example, He leaned on the sill. When translated into source language "เขาเท้าแขนลงบนขอบหน้าต่าง", according to Oxford Advanced Learner's Dictionary of Current English. (2010), " leaned" refer to " to bend or move from a vertical position" (p.845). However, the meaning should have been " เขาเอนตัวพิงขอบหน้าต่าง".

The fourth most used technique is "Over translation" of which six samples were found. Over translation is type of translation when the translator makes a meaning in the source language over the meaning than receptor language. Larson (1998). For example, "Ron Weasley, who was one of Harry's best friends at Hogwarts, came from a whole family of wizards" translated into receptor language "รอน วีสลีย์ หนึ่งในเพื่อนสนิทของแฮร์รี่ที่โรงเรียนฮอกวอตส์มาจากครอบครัวพ่อมดแท้ๆ''. From the example, the translator added   the words แท้ๆ into the receptor language that is an over translation.

The fifth most used technique are "hyperbole, synonyms, loan word and loan word with classifier" of which five samples were found. "A hyperbole is a metonymy or synecdoche with more than the writer intended the reader to understand. The exaggeration is deliberately used for effect, and is not to be understood as if it were a literal description" (Larson, 1998). For example, "enormous eyes" translates into "ดวงตาคู่ มหึมา". The real meaning of enormous is gigantic or huge. In the other words, the translator produces the meaning of enormous as มหึมา to make the translated version nature. The translator uses hyperbole to employ naturalness of meaning in the receptor language. Also, a synonym is a word within a group of words which have very similar meanings but are not used exactly the same in a sentence. For instance, "the nosiest woman" in the source language is a synonym with "ผู้หญิงที่จุ้นจ้าน" in the receptor language. However, the translator selects the synonym for appropriate meaning in the receptor language. Loan words are a form of another language that is unknown to most of the speakers of the receptor language. For instance, the names of people, places, geographical areas. For example, Harry Potter was a highly unusual boy in many ways; Harry Potter is the name of the main actor in this book. In addition, the translator used the loan word with classifier for clarifying the basic meaning of the term loan that a person, animal or place, or any other adjective to prevent ambiguity of the meaning. For example, the loan word Daily Prophet, which is expected to be unfamiliar to receptor language, is translated with the classifier newspaper as clarification.

The sixth most used technique are ''culture substitute and idiom" of which four samples were found. The translator used culture substitute technique for trying to find the lexical equivalent of a word or phrase which would have some equivalent meaning in both languages. For example, "stretched" in source in the language is equivalent to "ปิดขี้ เกียจ" in the receptor language. And also, "idiom" of which four samples were found. For

example, "He's only silent because he's <u>too thick</u> to string two words together. Translates into the receptor language by using the idioms technique as "<u>ที่เงียบขรึมเพราะว่าเขาซื่อบื้อเกินกว่า</u><u>จะเอาสองเขามาเรียงกันน่ะสิ</u>". In the source language "<u>too thick</u>" means very wide and cannot be understood by a literal translation. However, the translator translates it into the receptor language as <u>ซื่อบื้อ</u> which means too foolish or dull. The translator translates idioms from a source language into the receptor language for clearer understanding by the reader.

The seventh most used technique is "Under translation" of which two samples were found. The under translation is type of translation when the meaning in the receptor language is missing when compared with the source language. Larson (1998). For example," Harry 's <u>dead parents</u>, who had been a witch and wizard themselves" translated into the receptor language "<u>ไม่เคยมีใครพูดถึงพ่อกับแม่ของแฮร์รี่ซึ่งเป็นพ่อมดและแม่มดภายใต้ชายคาของ</u><u>บ้านเดอร์สลีย์เลย</u>". However, the translator should keep the word "<u>dead</u>" in the translation and the translator should have not assumed that everyone knows Harry's parents were dead. The under translation can caused a many problems in translation that the translator should be consideration for accuracy of meaning.

The translator used many techniques to translate this book for natural and equivalent of meaning. This study focusing on translation techniques frequently used in first ten pages of the book's 22 chapters. As the researcher explained in the methodology chapter, 17 translation techniques were set for data collection. In this study, the researcher did not pay attention to the literal translation technique. After collected the data, the researcher found that the generic word to specific word translation technique is the most frequently used with 35 samples from total 119 samples of techniques. Moreover, five translation techniques such as euphemism, metaphor, reciprocal word, synecdoche and metonymy were not found in the data.

Recommendations

This study uses 17 translations techniques based on Larson (1998) to analyze the translation from the source (English) language to the receptor language (Thai) of the book Harry Potter and The prisonser of Azkabun. However, several concepts are not considered in this study. Further research may analyze the whole book and use more translation theoretical frameworks other than Larson in the future. Moreover, this study is useful for researchers who wish to study translation techniques and theoretical frameworks for other areas of translation, such as, business documentary, movie title, cartoon movie title, news and medical report. Furthermore, many problems were encountered during the analysis of the data, such as unclear meaning in source language, and native English speakers should be consulted.

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