

TRANSLATION STRATEGIES FROM ENGLISH LANGUAGE TO
THAILANGUAGE IN NOVEL 'THE WIZARD OF OZ'



PACHARAKIT NARATA

A Thesis Submitted to University of Phayao
in Partial Fulfillment of the Requirements
for the Master of Arts Degree in English

January 2022

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กลวิธีการแปลนิยาย "พอมดแห่งออซ" จากภาษาอังกฤษเป็นภาษาไทย



วิทยานิพนธ์เสนอมหาวิทยาลัยพะเยา เพื่อเป็นส่วนหนึ่งของการศึกษา

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Approved in partial fulfillment of the requirements for the

Master of Arts Degree in English

University of Phayao

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Title: TRANSLATION STRATEGIES FROM ENGLISH LANGUAGE TO THAILANGUAGE IN NOVEL ‘THE WIZARD OF OZ’

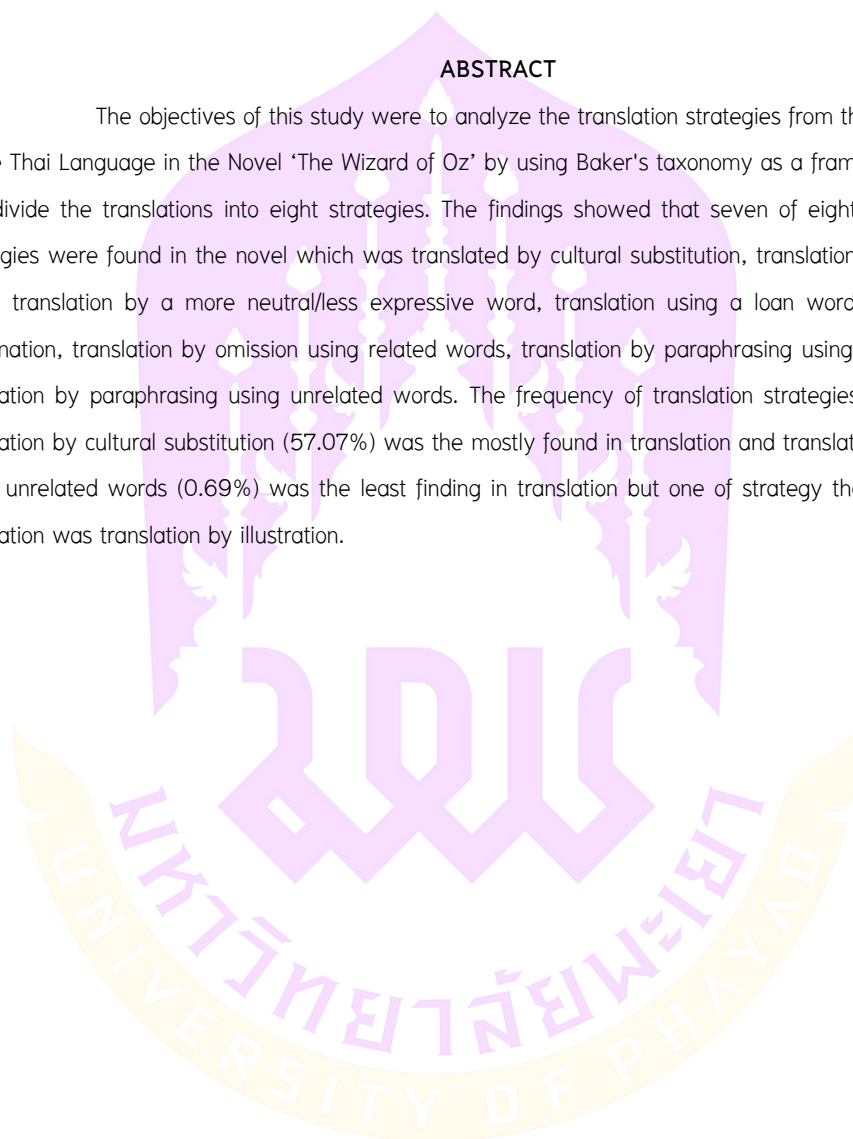
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Keywords: Translation, Translation strategy, Novel translation

ABSTRACT

The objectives of this study were to analyze the translation strategies from the English Language to the Thai Language in the Novel ‘The Wizard of Oz’ by using Baker’s taxonomy as a framework to categorize and divide the translations into eight strategies. The findings showed that seven of eight Baker’s translation strategies were found in the novel which was translated by cultural substitution, translation by a more general word, translation by a more neutral/less expressive word, translation using a loan word or loan word plus explanation, translation by omission using related words, translation by paraphrasing using related words, and translation by paraphrasing using unrelated words. The frequency of translation strategies used showed that translation by cultural substitution (57.07%) was the mostly found in translation and translation by paraphrasing using unrelated words (0.69%) was the least finding in translation but one of strategy that was not found in translation was translation by illustration.



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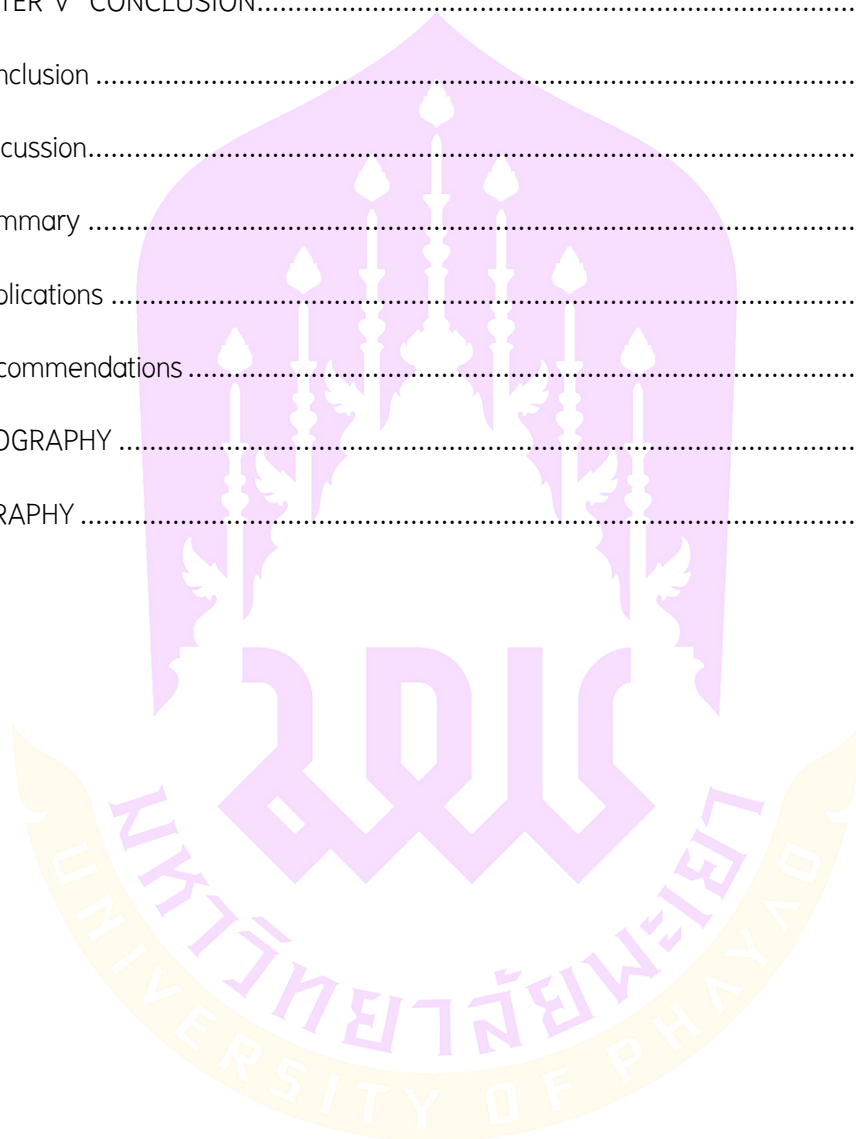
Pacharakit Narata



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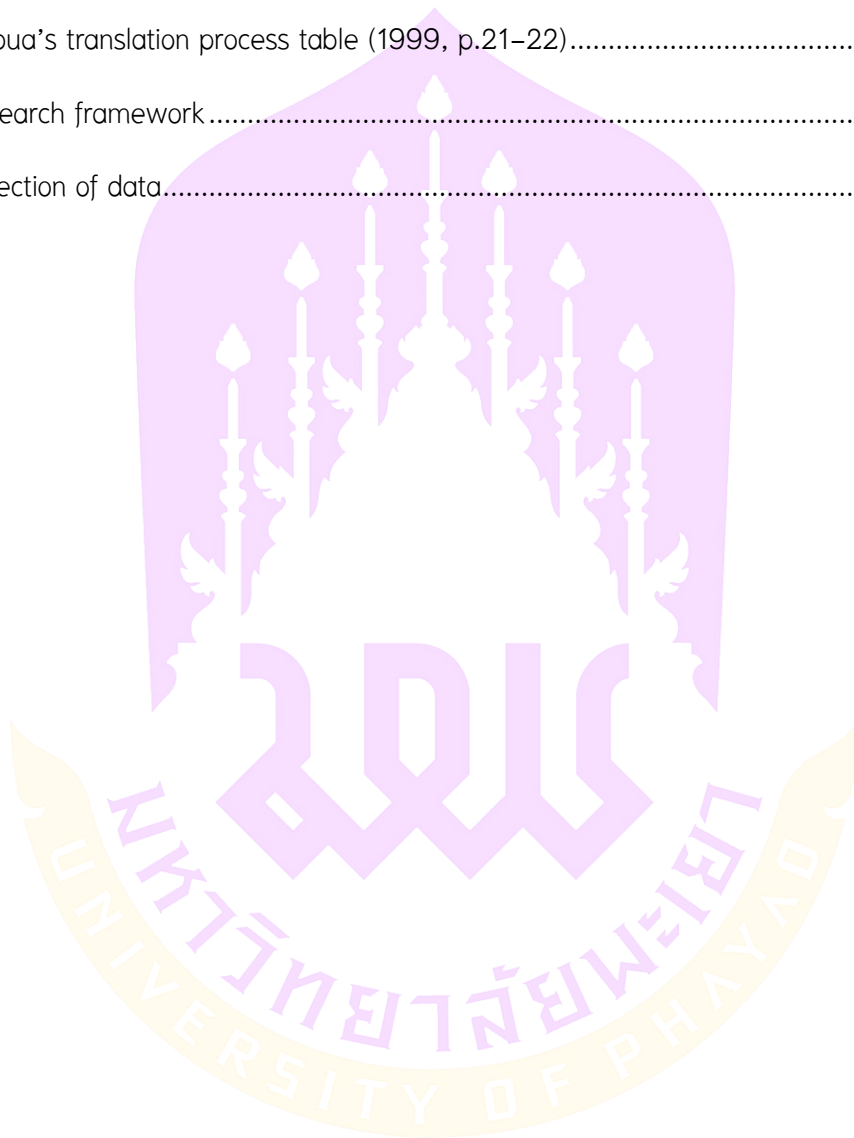


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CHAPTER I

INTRODUCTION

Introduction

The Wizard of Oz is an American children's novel written by Lyman Frank Baum and illustrated by William Wallace Denslow. At first, the title of the novel was "The Emerald City", originally published in 1900. Eventually, the novel was developed into films in 1902 and 1938 under the names "The Wonderful Wizard of OZ" and "The Wizard of Oz", respectively. (Lyman, 1985)

The Wizard of Oz is a story about the adventure of a little young girl named "Dorothy" in a magical land. Dorothy begins her adventure to find her way back home. She has to face new people, new friends, dangerous natives, witches, and the most powerful wizard "Oz". She makes new friends including a Scarecrow, Tinman, and Lion, who want to see Oz to ask for something they think they lack. In the end, they didn't know that they already had the power to make their wishes come true. Dorothy had the power to take her back home at the beginning of the story, but she didn't know how to use it, the same as her friends. They lost their confidence, so Oz used a trick to encourage them.

The novel not only entertains readers, but also teaches readers about having morals and ideas about thinking. The author passes readers a moral and the idea of thinking by presenting or putting in the act and the idea of thinking in main characters. In reality, Oz was not a powerful wizard. He was a normal human that could not use any magic, but he could do tricks to make people think that he was a wizard. Still, Oz was a great supporter because he used a trick to encourage and help Dorothy and her friends.

The scarecrow presented himself as a fool; he thought that he didn't have a brain. In the story, the scarecrow acted as the party leader. He tried to think, guide, assist and command his friends to deal with problems. After the scarecrow got a fake brain from Oz, Oz made the scarecrow the King of Emerald City because he trusted that the great thinker could lead the city in a good way.

The Tinman presented himself as love. He thought that he had no love or could not feel love because he did not own a heart. Tinman always protected his friends and weak people from danger. After he got a fake heart from Oz, it encouraged him to give more love to others and finally, he became a kind king of the land.

The Lion presented himself as being brave. At the beginning of the story, he thought that he was a coward lion because he was afraid of beasts and hunters. When the lion was hungry, however, he could go hunting on his own. After he got a drink from Oz, it encouraged him and made him feel braver, confident, and ready to be the king of the forest.

Dorothy, the main character, is presented in a way as a person moving forward or developing. The friends that she meets represent the things we need when we want to develop ourselves. We need Intelligence like the Scarecrow, love like the Tinman, and bravery like the Lion.

To summarize the idea of the novel 'The Wizard of Oz', the author tries to present the readers with the idea of human power; the characters already had the power to do things, but they lacked confidence, so Oz gave them a trick to encourage them. After they became more confident, they could change themselves into who they wanted to be. In real life, we sometimes don't know that we can do more than we think and the important thing that may improve, support, or enhance our motivation to develop ourselves is encouragement.

The idea also helps the author to become successful in selling 'The Wizard of Oz' and it made him popular. It also helped to later develop the story into a musical fantasy film. The Wizard of Oz was first published by the George M. Hill Company in Chicago on May 17, 1900, as a novel. Then, in 1939, Metro-Goldwyn-Mayer produced The Wizard of Oz, an American musical fantasy film. After that, it became a musical in 1987 with a book by John Kane, music by Harold Arlen, and lyrics by E.Y. Harburg. In 2011, Herbert Stothart added the background music, developed it into a musical based on the 1939 film with a book, and used the same name "The Wizard of Oz", which was adapted by Andrew Lloyd Webber and Jeremy Sams.

The author of *The Wizard of Oz*, Lyman Frank Baum, is an American famous writer. He got over 10s penname and he wrote 14 novels in the Oz series, 41 other novels, 83 short stories, and over 200 poems. In 1900, Baum published the book “*The Wizard of Oz*”, which became the most successful work in his life because the book was sold over 90,000 copies in two years. Then, it was developed into a musical stage play in 1902 and later into a film. In 1919, Baum suffered from a stroke and died, but his works were continued by Ruth Plumly Thompson, the female American writer. Since then, the novel ‘*The Wizard of Oz*’ has been translated into over 60 languages, with one of the languages that translators translated into being the Thai language.

The Thai translator who first translated the novel ‘*The Wizard of Oz*’ was Charnvit Kasetsiri. He was a Thai historian who studied at Thammasat University in diplomacy and history from 1960–1963 and graduated with honors. He earned the King Bhumibol Prize with a B.A. in Diplomacy and then he pursued a master's degree at Occidental College, Los Angeles, California in the United States of America. Eventually, he finished his Ph.D. in Southeast Asian History from Cornell University in 1972. In 1988, he won the Sriburapha Award, an award that recognizes excellence in journalism, writing, or the arts. Then, he had a productive academic career and was the Rector of Thammasat University from 1994 to 1995 before his retirement.

Charnvit Kasetsiri translated various kinds of books such as the history of ancient Thai, political history of Thailand, the novel ‘*Jonathan Livingston Seagull*’, and the novel ‘*The Wizard of Oz*’. Charnvit Kasetsiri's translation style seems to be unique because the translator tries to translate the source language into the Thai language which keeps the closest meaning by using a word or phrase used naturally in the Thai context, thus giving readers a clearer picture.

Both the author and translator try to pass the way of thinking, morals, and the benefit of reading the novel ‘*The Wizard of Oz*’ to readers. If readers try to look deeply into the story, they will gain benefits more than just entertainment. That is why the *Wizard of Oz* continues to be reprinted into various types of books, even though it has been more than 100 years since the original work.

By the time, the content and the idea in the individual text was being translated into many languages. People in the world began to share the information, knowledge, idea, thinking and culture by translated it so people around the world could learn about the individual of the country.

That make translation plays a significant role for learners of English as a foreign language (EFL). Many books, media, and online texts are written or published in the English language. To access, understand, obtain the ideas, and learn through texts, learners may need to select a suitable text for their level. Learners also require translation skills to use as a tool or to translate English texts into the Thai language.

Beginning with the basics of translation, Nida's (Eugene, 1969) gave the perspective in the meaning of the translation that is the translating that occurs by reproducing in the target language with the closest equivalent of the source-language text with natural use, first in meaning and second in style. However, the statement requires careful evaluation of several seemingly contradictory elements. Newmark (Newmark, 1981) gives the meaning of the translation as a construction of words that attempt to replace the message in one language with an equal message in another language. Also, Chambell (Stuart, 1998) stated that translation is an alternative form of expression from the first language to a second language achieved through a method of writing or speaking. To summarize, translation mainly focuses on substituting a source language for a target language with equivalence in meaning by changing, replacing, recreating words or forms while avoiding any misrepresentation of the original meaning.

Additionally, Saibua (1982) categorized the types of translation into two groups. The first group of translation type is literal translation, which can be divided into three types including word-for-word translation, literal translation, and non-literal translation. The second group of translation type is free translation, which focuses on the communicative aspects or enhanced understanding.

To cope with translation, Baker (1992) mentioned the model of translation strategy that is used by professional translators to deal with the problems in translation tasks. He categorized the translation strategies into eight types, called "Baker's taxonomy". Baker's taxonomy contains eight translation strategies which include translation by a more

general word, translation by a more neutral/less expressive word, translation by cultural substitution, translation using a loan word or loan word plus explanation, translation by paraphrasing using related words, translation by paraphrasing using unrelated words, translation by omission, and translation by illustration.

In the Thai context, the English language may be difficult for learners to understand because, in daily life, the English language is used in school and used in specific jobs. Some learners may not understand English texts, so the tool that they always use for solving the problems of translating the texts may be translated programs on a computer, mobile applications, or machine translation (MT). Still, learners may think that self-learning may applied on using technology and application but may not be aware of translation problems from using translation programs on a computer or mobile applications. (อัคร์ศรา เหลืองนภา และปวีณช พุ่มจิต, 2562)

In the technology and application era, Turovsky (2017), head of product and design at Google translate, mentioned that every month, about 500 million people are using Google translate tools around the world, and they are translating over 1,000 million times or over 140,000 million words. Around 50% of websites use an English language display, but only 20% of the world population is speaking English. Thus, most of the translation requests are from outside of America, especially in developing countries. The use rate of Google translate in Thailand is in the top rank; the growth of using translation rate on a web browser is 72%, 50% on Android, and 335% on the smartphone search web.

However, Marcus (2017) stated that a weakness in pure machine translation is the artificial intelligence itself that is unaided by human expertise. Sometimes, MT makes a mistake in translating because the machine cannot desire or choose a correct translated word that fits with the sentence, has the closest meaning, or fits with the situation.

To balance the use of MT, learners should aware of the weakness of MT which sometimes make a mistake in translation and aim to obtain benefits of using which may lessen the time of searching or finding the meaning of word or message, or balance the use of MT, learners may gain the benefit in English language learning.

To improve their English language and aid the problem, one of the most popular methods of learning the English language through texts is learning by reading English learning novels, which may provide entertainment and language learning at the same time. One famous English learning novel is “The Wizard of Oz”, which is a novel that has been translated into over 60 languages and published in many types of media such as depicted books with short stories, simplified versions of novels, E-books in a mobile application, stage play, and English learning books. The story offers the idea of human power in that the characters in the story already had power, but were not confident enough to realize it. After they became more confident, they changed themselves into what they wanted to be and, in the end, achieved their goal.

To obtain more benefits, prevent mistakes in the translation, and make learners aware of weakness in machine translation, using translation strategies through English learning novels is one of the methods that can help learners to translate the texts together with using MT, which may lessen the time and translation problems at the same time. To create a clear picture and explore the translation strategy used in individual novels, this study selected the novel ‘The Wizard of Oz’, which is a language learning novel with a good moral and ideas in the story. However, the translation strategy used in the novel makes it unclear. To aid this gap, this study demonstrated the translation strategies and frequency of translation used in the novel ‘The Wizard of Oz’ in the translated Thai version by using Baker’s taxonomy or Baker’s translation strategies as a tool.

Research Questions

1. What kind of translation strategies does the translator use to cope with translation works in the novel ‘The Wizard of Oz’?
2. What translation strategies are the most and the least used in the novel ‘The Wizard of Oz’?

Objectives of the study

1. To investigate the translation strategies which were used in the novel 'The Wizard of Oz'
2. To investigate the frequency of translation strategies used in the novel 'The Wizard of Oz'

Scope of the study

1. This study demonstrates the translation strategies from the novel 'The Wizard of Oz' from the English version, which was written by Lyman Frank Baum, to the Thai version, which was translated by Charnvit Kasetsiri.
2. This study illustrates the use of Baker's taxonomy translation strategies from each chapter in the novel 'The Wizard of Oz'.

Significance of the study

The study may illustrate the knowledge in translation and may guide, enhance or persuade learners and translators to use translations strategies as tools to translate together with machine translation, which may help learners to lessen the time and mistake in translation.

Definition

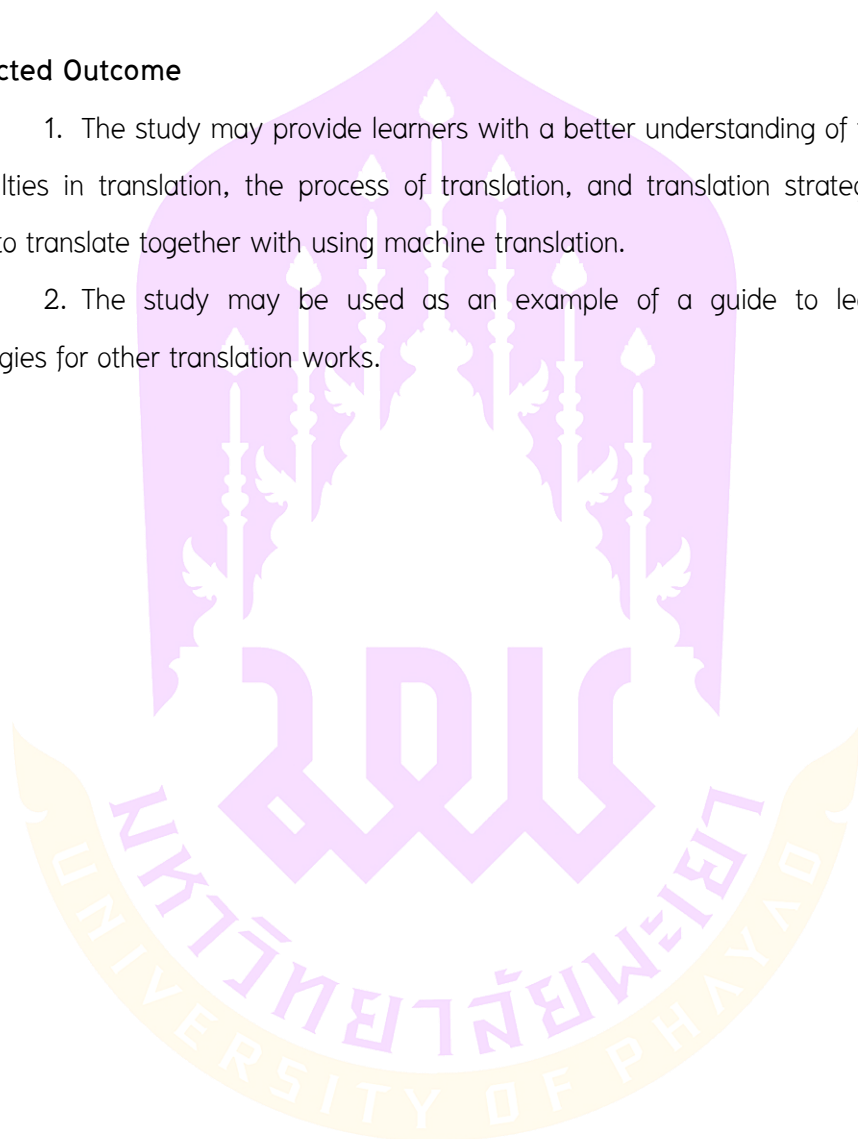
1. Translation means the transferring of the source language to the target language with equivalence in meaning by changing, replacing, or recreating words or forms while avoiding the misinterpretation of meaning because it can cause misunderstandings in the translated text or messages.
2. Translation strategies refer to a plan that the translator uses to cope or deal with translation problems conducted by Baker (1992) and contain eight types of translation strategies.
3. Machine translation (MT) means a process of a computer program that analyzes a source text and then produces the target text without human intervention.

4. The Wizard of Oz refers to the novel 'The Wizard of Oz' in the English version as written by Lyman Frank Baum, and published by the George M. Hill Company in 1985, and the Thai version which was translated by Charnvit Kasetsiri, and published by Reunpunya Company in 2000.

Expected Outcome

1. The study may provide learners with a better understanding of translation, the difficulties in translation, the process of translation, and translation strategies to use as tools to translate together with using machine translation.

2. The study may be used as an example of a guide to learn translation strategies for other translation works.



CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Literature review

In this chapter, the study focuses on establishing the translation methods and theories as follow:

1. Basics of translation
2. Translation problems
3. Translation strategy
4. Related studies

For the basics of translation, the translator should have the basic knowledge that can help the translator to cope with the problems in translation before working on the translation, as well as aid the translated language on translation work. It may be used as a tool to conduct a good translation. The basics of translation can be divided into six subjects as follows. First is the definition of translation, second is the process of translation, third is the type of translation, fourth is the four levels of translation, fifth is a good translation, and last is translation conduction.

Basics of translation

1. Definition of translation

From Nida's (Eugene, 1969) perspective, translation is translating that consists of reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. However, this relatively simple statement requires careful evaluation of several seemingly contradictory elements.

Newmark (Newmark, 1981) gives the meaning of translation that "a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language".

Larson (1984) mentions the translation that is a process of transferring the meaning in the source language to the target language by changing the form of the source language to the target language, but the meaning of the message still has the equivalence in meaning; only the form is changed.

Also, Chambell (Stuart, 1998) stated that translation is a change of the form from the first language to the second language by way of writing or speaking. To translate, translators need to expertly understand the use of the source language and the target language to avoid any lack of equivalence in meaning.

To summarize, translation mainly focuses on transferring a source language to a target language with equivalence in meaning by changing, replacing, recreating words or forms while avoiding any lack of equivalence in meaning.

2. The process of translation.

2.1 The process of translation can be divided into three types.

2.2 Rewording or Intralingual Translation is translation in the same language, which aims to give more understanding in content or translation from Deep Structure to Surface Structure.

2.3 Translation proper or Interlingual Translation is the process of translating from a source language to a target language.

2.4 Transmutation or Intersemiotic Translation is the process that is translated for communication.

Conclusion, types of translation are depending on individual readers and individual situation that translator needs to be carefully select one of three types to deal with the translation. Rewording may use in same language but also give more information or detail to expand the understanding of readers. Translation proper may use in translation from one language to another language, such as English language to Thai language which translator need to know the use, structure, and the natural of target language. The last one, Transmutation may use for communicative aspect which focus on understanding rather than correction of language.

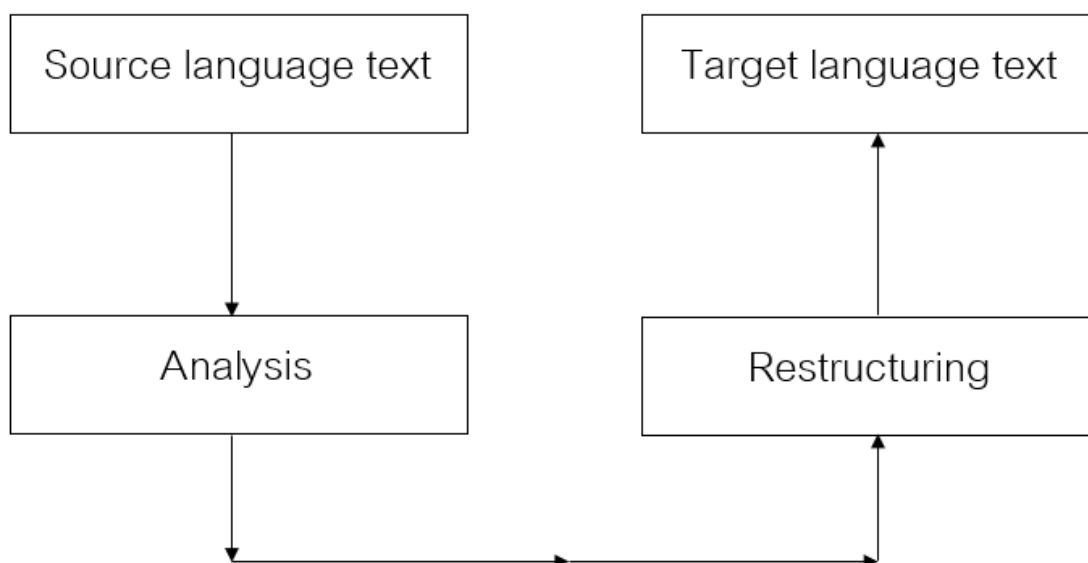


Figure 1 Nida and Taber's Process of Translation Model (1969, p.33)

The figure 1 shows the process of translating the text in source language to target language. The first step, translator needs to consider about the readers who may read the text, studies about the source text to obtain the idea which author want to express, analyzes the style of source language, and then selects the translation strategy.

Second, translator needs to read and understand the grammatical use, the meaning and idiom. Then, translated into the target language by focusing on target language structure or grammatical.

After the translation, translator needs to check the translation work again to prevent the mistake in translation.

3. Type of translation.

From Saibua's (1982) perspective, the types of translation normally can be categorized into two groups. First is literal translation, and the second is free translation.

3.1 Literal Translation

3.1.1 Word for word translation was commonly used in translating the Bible in the early era. The translator needs to keep the meaning of the source language that makes the content of the target language complicated or difficult to understand.

Example.

Big celebration = งานฉลองใหญ่ ๆ

Local folks of all age = ชาวบ้านทุกเพศทุกวัย

3.1.2 Literal translation is translating by keeping the content and rhythm of the source language as much as possible. This method aims at accuracy and correction of the source language without cutting or adding. At present, this method is used in specific texts such as the Bible, treaties, and government documents.

Example.

Sufficiency Economy = เศรษฐกิจพอเพียง

Balance between value and moderation = ความพอดีและพอเพียง

3.1.3 Non-literal Translation is a method that does not focus on keeping the source language's structure, meaning, rhythm or content, but can involve relocating, cutting, changing words, or grammatical structure. This method is usually used in novels, short stories, and tales.

Example.

Great Golden Urn = พระโกศทองใหญ่

Hold on to its roots = รักษาขนบธรรมเนียมไว้เป็นอย่างดี

3.2 Free translation

Free translation is communicative translation that translates for reader understanding. It can cut or add some text that will help readers to gain more understanding or gain a clearer picture of the texts. Free translation is naturally used in novels, news, and letters.

Example.

Joyfully led by dancers yodeling to the music = นำด้วยนักฟ้อนรำกับเสียงให้ร้องที่สนุกสนาน

4. Four levels of translation

To translate, the translator should be aware of the four levels of translations which are texture level, referential level, cohesive level, and level of naturalness.

4.1 The texture level

The texture level is the basis of the label that is the level of literal translations and there is the transposition of source language grammar into target language equivalents. The translator intuitively and automatically makes certain conversions of the lexical unit into the sense that appear immediately appropriate in the context of the sentence.

4.2 The referential level

This level is closely involved with the textual level but the referential level deals with the content, message, or semantics. After decoding the message, a conceptual representation is built and the linguistic level of the text offer is supplemented with the necessary additional information. The translator needs to stand back from the text and have an image of the reality behind it to find the real intention of the writer. Then, the translator builds up the referential picture when transforming the source language into the target language text.

4.3 The cohesive level

The level is the link of lexical, grammatical, and other relations that connect various parts of the text. It provides organization and facilitates understanding. It is clear because the network of words and expressions in surrounding sentences and paragraphs show logical unity. The cohesive level contains two factors which are the structure factor and the mood factor. The structure factor occurs through the connective words that link the sentences from known to new, thus ensuring that there is a sequence of time, space, and logic in the text. In the mood factor or tone, the translator finds value-laden and value-free passages. The translator can differentiate the subjective from the objective in the source language text.

4.4 Level of naturalness

The level of naturalness allows the translator to decide the lengths of paragraphs and sentences, the formulation of the title, and the tone of the conclusion. The level is focusing on the target text-oriented and exclusively on the construction of the target text. Some of the problems that a translator might face at this level are word order, one-to-one translation, making common structure seem unnatural, cognate words,

participles, infinitives, normalizations, and old-fashioned or lofty target language diction. It also has non-corresponding categories and phenomena in the source language and target language such as tense-aspect, the definite article uses, idioms and metaphors, nominal compounds, and collocations.

5. Good translation

Saibua (1982) guides the methods of good translation that should do in works into seven steps.

5.1 Style is the way the translator selects the words. Sometimes one word in the source language can be translated in many in the target language, so the translator has to select the word that matches in meaning and content.

5.2 Keep the original idea of the original work or not translate it into a new one.

5.3 Keep the emotion or rhythm of the original work.

5.4 Reflect the original writing style of the original work.

5.5 Keep the original tone when translating the characters in the works. The translator should select the language that matches with individual characters, should understand language structure, and add the footnote to explain to readers to assist the understanding such as Time and Place.

5.6 Keep the language which uses in the time of original works. If the work is old, the translator should use old-fashioned words to translate the work.

5.7 In terms of cutting, the translator should deliberate before cutting any of the words in translation because it can allow the poetic flavor to be lost.

6. Translation conduction

Saibua (Saibua, 1999) mentioned that there were four steps in the translation process. (See Figure 2)

6.1 Studying, analyzing, and finding the information about the source language and other works to gain the message that the author wants to express in their works.

6.2 Analyze and categorize source language to transfer to target language into our own words (Nida, 1969). This process is a transferring of meaning in the source language to the target language by translator words.

6.3 Evaluation of readers, the translator needs to select or use the words that match with the context of texts.

6.4 Examine the translated version.

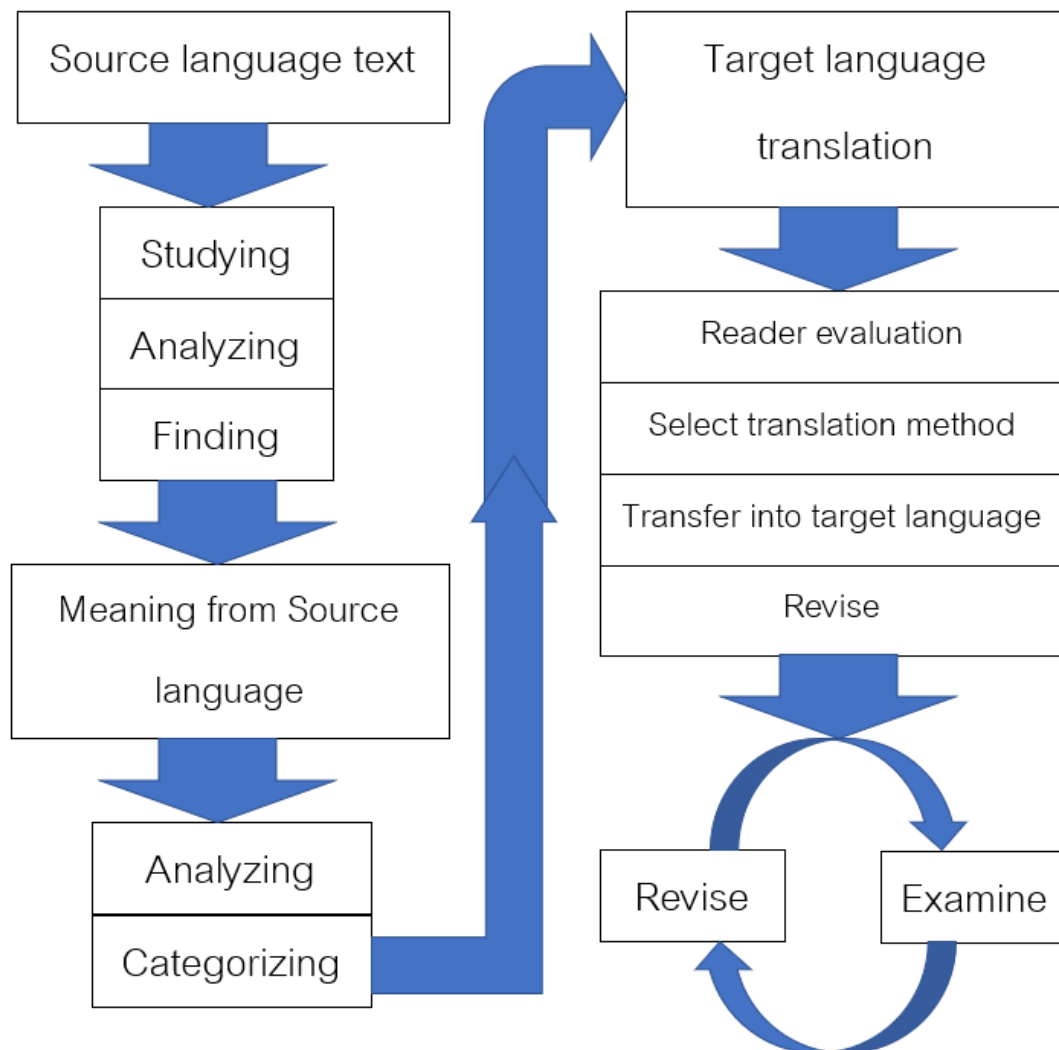


Figure 2 Saibua's translation process table (1999, p.21-22)

Translation problems

Normally, individual groups of people in each culture in the world have a different language that suits a specific situation. Roger T. Bell (1991) explained that texts in a different language can be equivalent in different degrees, fully or partially equivalent, in respect of different ranks such as word-for-word, phrase-for-phrase, and sentence-for-sentence.

Salas (2000) illustrated the perspective that one of the frequent difficulties that can disturb the translator during the process of translation is related to linguistic untranslatability. It can be happening when the target language lacks any lexical replacement for original or source language words. For example, terminology (such as institutional or technical terms), neologisms (such as slang, new vocabulary or expression, or a word used with new meaning), and aphorisms (a short phrase that contains a wise idea, proverbs, idioms, or mottoes). Before translating, the translator should be aware of coping with the untranslatability.

Besides, the distinction between the forms of language in terms of concepts may cause non-equivalence at the word level between the source language and the target language. It means that there is no word in the target language that can transfer the original meaning of the source language word.

Miremadi (1991) divided the translation problems into two main categories which are lexical problems and syntactic problems as follows. (Ordudari, 2010)

1. Lexical problems

Miremadi (1991) stated that the existence of words refers to objects or concepts in the source language that may not be alternated when transfer into the target language. By this problem, Miremadi categorized lexical problems into five factors which were straight/ denotative meaning, lexical meaning, metaphorical expression, semantic voids, and proper names.

1.1 Straight/ denotative meaning

Straight/ denotative meaning refers to words in the source language that match with words in the target language.

Example

“The computer in school sometimes got freeze during the class”

Should be translated as “คอมพิวเตอร์ที่โรงเรียนบางครั้งเกิดอาการค้าง
ในขณะเรียน”

Not “คอมพิวเตอร์ที่โรงเรียนบางครั้งถูกนำไปแช่แข็งระหว่างเรียน”

The word ‘freeze’ got two meanings. The first meaning is “to keep something cold by putting in a refrigerator” and the second meaning is “to stop from doing something”. In the example, the word has a meaning “to stop” not “to put it in a refrigerator”.

“Some of the workers are going to be fired because the company trying to reduce the outcome”

Should be translated as “คนงานบางส่วนจะโดนไล่ออกเนื่องจากบริษัทพยายามลดรายจ่าย”

Not “คนงานบางส่วนจะโดนยิงเนื่องจากบริษัทพยายามลดรายจ่าย”

The word “fire” got two meanings which can use in different situations, the first meaning is “to shoot by gun” and the second meaning is “to remove someone from a job”. In the example, the word has a meaning “to remove” not “to shoot”.

1.2 Lexical meaning

Lexical meaning refers to words or phrases which seem to be equivalent but the intention of words or phrases needs to be present correctly.

Example

“He wears a red shirt and jeans”

Should be translated as “เขาสวมเสื้อสีแดงและกางเกงยีนส์”

Not “เขาสวมเสื้อสีแดงและกางเกงยีนส์หลายตัว”

In the example, jeans present the meaning of a part of one pant, pants got two parts for legs. It does not mean many of jeans pants.

“The fisherman caught fish by using the net”

should be translated as “ชาวประมงจับปลาโดยการใช้แห”

In the example, the word “fish” cannot measure the number of fish which fisherman caught is only one fish or many fish because, in grammatical rule, the word ‘fish’ cannot put ‘s’ after it.

1.3 Metaphorical expression

The metaphorical expression means the issues of problem in translating idioms and similar expression between the source language and target language.

Example

“He hit it badly hard”

Should be translated as “เขาตีมันอย่างหนักหน่วง”

Not “เขาตีมันได้แยะมากๆ”

the word “badly” does not give the meaning of worse things but gives the expression in the tone of the word.

“Linda has made some punch with wine, fruits juices, and a little brandy to break the ice”

Should be translated as “ลินดาทำเครื่องดื่มพังก์ที่ทำจากไวน์ น้ำผลไม้ และบรั่นดี เพื่อที่จะละลายความอาย”

Not “ลินดาทำเครื่องดื่มพังก์ที่ทำจากไวน์ น้ำผลไม้ และบรั่นดี เพื่อที่จะละลายน้ำแข็ง”

The word “to break the ice” refers to “to make people who have not met before feel more relaxed with each other” in meaning. It doesn’t mean to break the real ice.

1.4 Semantic voids

Semantic voids are words and expressions that present the concept in the specific community which cannot be found in other communities or the equivalents may not have the exact meaning or image.

Example

“In Thailand, you can find various types of chilly sources”

Should be translated as “คุณสามารถพบเห็นน้ำพริกมากมายหลายแบบได้ในประเทศไทย”

Not “คุณสามารถพบเห็นซอสพริกมากมายหลายแบบได้ในประเทศไทย”

The chilly source in the sentence is the traditional dish in Thai community and it gives a different picture from a common source in the world.

“Suda lookup with great respect that teacher gave her a book and scholarships”

Should be translated as “สุดารู้สึกเกรงใจที่ครูมอบหนังสือและค่าเรียนให้”

Not “สุดามองครูอย่างเคารพที่ครูมอบหนังสือและค่าเรียนให้”

The word “lookup with great respect” is close to equivalents in Thai word “เกรงใจ” that is the action of giving respectful, considerate, and afraid of offending which is difficult to be described in other languages.

1.5 Proper names

The meaning of proper names refers to the individual words that use to call the object or item of source language which can be transcribed into target language even the object or item does not exist or may be lost in the context of the target language.

Example

“Korean usually eat Gimbap in the outdoor event”

Should be translated as “ชาวเกาหลีนิยมรับประทาน คิมบับ ในงานกิจกรรมกลางแจ้ง”

Gimbap is Korean food making with rice, cucumber, eggs, and carrot and roll with seaweed. This word only appears in Korea and it got no translated word in other countries.

“The runner is sitting at the bench”

should be translated as “นักวิ่งกำลังนั่งอยู่บนม้านั่ง”

The bench means a long seat of the chair for several people but Thai language got a word which is “เก้าอี้ / ม้านั่ง” which can be a one-seat per people and several seats per people.

2. Syntactic problems

Nida (1975) gave the idea of syntactic meaning in that there were no languages with equal or equivalent identical systems of structural organization. These differences include the following:

2.1 Word classes remind us that languages differ from each other in terms of their internal word formation and language classification.

Example

“He bears with the pain on his leg”

Should be translated as “เขาอดทนกับความเจ็บปวดที่ขาของเขา”

Not “เขามีหลายตัวกับความเจ็บปวดที่ขาของเขา”

In the example, the word “Bear” is a verb which gives a meaning “to be patient” not a noun that can give meaning as “name of animal”

“Lada is good at playing tennis”

Should be translated as “ละดาเล่นเทนนิสเก่ง”

Not “ละดามีความดีในด้านเทนนิส”

In the example, the word “good” is an adverb which boosts the meaning of the verb ‘playing’ not function as a noun.

2.2 Grammatical relations

Example

“Somsak gave kids the potato snack”

Should be translated as “สมศักดิ์มอบขนมมันฝรั่งให้กับเด็ก”

Not “สมศักดิ์ให้เด็กขนมมันฝรั่ง”

In the example, there is a subject, the direct object, and the indirect object. The subject is Somsak, the potato snack is a direct object which takes action from the subject, and kids is an indirect object which receives the direct object.

“Could you pass me a book?”

Should be translated as “คุณช่วยส่งหนังสือมาให้ฉันหน่อยได้ไหม”

Not “คุณช่วยส่งฉันหนังสือได้ไหม”

In the example, there is a subject, the direct object, and the indirect object. The subject is you, the direct object is a book, and the indirect object is me.

2.3 Word order

Example

“My first big beautiful blue Thai marble sculpture”

Should be translated as “หิโนอ่อนนเกะสลักไทยสีน้ำเงินอันสวยงามอันใหญ่
อันแรกของฉัน”

Not “อันแรกของฉันใหญ่สวยงามสีน้ำเงินไทยเกะสลักหิโนอ่อนน”

“The third small old black Japan metal sword”

Should be translated as “ดาบโลหะญี่ปุ่นสีดำเก่าแก่เล่มเล็กอันที่สาม”

Not “อันที่สามเล่มเล็กเก่าแก่สีดำญี่ปุ่นโลหะดาบ”

In the examples, English word order begins with the pointing word, quantity, size, quality, color, nationality, material, and noun but when translating into Thai language the word order also changes the position.

2.4 Style

Example

“Low your sword! I got no reason to fight you here”

Should be translated as “ลดดาบลงชะ! ข้าไม่มีเหตุผลที่จะสู้กับเจ้าที่นี่”

In the example, the source language setting is in the medieval age so translator uses the old fashion word to translate the noun “I” as “ข้า” instead of using the modern word “ฉัน” and “you” as “เจ้า” instead of using the modern word “คุณ”. The old-style that translator used to translate gives a tone or a feeling of medieval age to readers.

“This is bad ... he needs a doctor! get him to the doctor! quick!”

Should be translated as “แย่แล้ว ... เขาต้องการหมอ! พาเขาไปหาหมอ!
เร็วเข้า!”

In the example, the translator uses modern style translate which gives a setting of the present time and still keeps the original text writing style.

2.5 Pragmatic aspects

Example

“Happy new year”

Should be translated as “สวัสดีปีใหม่”

“Merry Christmas!”

Should be translated as “สุขสันต์วันคริสต์มาส”

“Nice to meet you”

Should be translated as “ยินดีที่ได้พบ”

In the examples, there is a word that uses in the individual situation and time but some of them only exist in western culture. Some words may not be found in Thai language, the translator should be aware of translating these words

To summarize, the translator needs to convey the message from a source language to a target language. However, there is no completely equivalent translation or exact translation between any source language and target language.

Translation strategy

1. Baker's translation strategies

Baker (1992) mentioned the model of translation strategy that is strategies used by professional translators, to cope with the problems in translation tasks and he categorized the translation strategies into eight types that can be called “Baker's taxonomy”.

1.1 Translation by a more general word (Baker,1992)

One of the most common strategies, it uses to cope with many types of nonequivalence. Baker believes that it works appropriately in most languages because, in the semantic field, the meaning is not language-dependent.

Example

“She is now at white lily flower bed”

Should be translated as “ตอนนี้เธออยู่ที่ทุ่งดอกไม้สีขาว”

In the example, “white lily flower bed” can be translated as “ทุ่งดอกไม้สีขาว” but the translator translates into more general word “ทุ่งดอกไม้สีขาว”.

“Chef trying to create Fondue in other type of image”

Should be translated as “เชฟกำลังพยายามสร้างสรรค์อาหารฝรั่งเศสในรูปแบบใหม่”

In the example, “Fondue” is the name of the French dish but the translator translates into more general word “อาหารฝรั่งเศส”.

1.2 Translation by a more neutral/less expressive word (Baker, 1992)

This is another strategy in the semantic field of the structure. It has to do with differences in expressive meaning.

Example

“He is suffering from the fight between girlfriend”

Should be translated as “เขาไม่สบายใจจากการทะเลาะกันระหว่างแฟนสาว”

In the example, the word “suffering” has a meaning as “ความทรมานทุกข์ทรมาร” but the translator uses a less expressive word which softens the meaning of the word to “ไม่สบายใจ” or “worry” in English

“Boss has to take responsibility for his action in yelling at workers”

Should be translated as “หัวหน้าต้องรับผิดชอบการกระทำของเขา จากการด่าคนงาน”

In the example, the word “yelling” can be translated in Thai as “การขู่ / ตะคอก / ตะโกน” but the translator uses the neutral expressive word “การด่า” which give readers a clearer picture.

1.3 Translation by cultural substitution (Baker, 1992)

This strategy involves replacing a culture-specific item with a target language item that does not have the same propositional meaning but likely to have a similar impact on the target reader. The translator's decision to use this strategy will depend on the degree to which the translator is given license by those who commission the translation and the purpose of the translation.

Example

“The green man fitted spectacles for them, and all were locked fast with the key”

Should be translated as “ชายสีเขียวก็สวมแว่นตาให้พวกเขา ทั้งหมดล็อกกุญแจแว่น”

In the example, the word “locked fast with the key” can be translated as “ล็อกกุญแจ” but translator translates the word to “ล็อกกุญแจแว่น” which is fit with the cultural word that uses in Thai writing style.

“In a snow day, she only sleeping in the bed”

Should be translated as “ในวันที่หิมะตก เธอไม่ทำอะไรรอกจากนอนอยู่บนเตียง”

In the example, in western culture when people sleep people have to enter the bed so western use the word “in the bed” if translated to Thai it will give a meaning “นอนในเตียง” which is not fit with the use in Thai language. So, translator uses the word “นอนอยู่บนเตียง” or in English meaning “on the bed” which use in Thai context.

1.4 Translation using a loan word or loan word plus explanation (Baker, 1992)

This strategy is usually used to solve with culture-specific items, modern concepts, and buzz words. Using the loan word with an explanation is very useful when a word is repeated several times in the text. For the first time, the word is mentioned by the explanation and the next time, the word can be used on its own.

Example

“Today, they are going to eat ‘Sushi’ at the Japanese restaurant”

Should be translated as “วันนี้พวกเขาจะไปรับประทานอาหาร ซูชิ (ข้าวปั้นที่ทำจากข้าวญี่ปุ่น มีเนื้อสัตว์วางไว้ข้างบนและถูกห่อด้วยสาหร่าย) กันที่ร้านอาหารญี่ปุ่น”

In the example, the word “Sushi” is from Japanese word which is a specific word. So, the translator takes a loan word which is the name of the food “ซูชิ” and describe with the explanation “ข้าวปั้นที่ทำจากข้าวญี่ปุ่น มีเนื้อสัตว์วางไว้ข้างบนและถูกห่อด้วยสาหร่าย” to give a picture to readers who don’t know or don’t have seen Sushi.

“Beaver takes a stick to build a strong nest in the river”

Should be translated as “บีเวอร์ (สัตว์เลี้ยงลูกด้วยนมชนิดหนึ่ง มีลักษณะคล้ายหนู อาศัยอยู่ในน้ำ) นำกิ่งไม้มาสร้างบ้านที่แข็งแรงในแม่น้ำ”

In the example, the word “Beaver” is the animal that does not exist in Thai, so Thai readers don’t know what is the beaver. The translator uses the loan word “บีเวอร์” and then describe with the explanation “สัตว์เลี้ยงลูกด้วยนมชนิดหนึ่ง มีลักษณะคล้ายหนู อาศัยอยู่ในน้ำ” to give a picture to readers.

1.5 Translation by paraphrase using related word (Baker, 1992)

This is used when the concept expressed by the source item is lexicalized in the target language but a different form, and when the frequency of use in the source language is higher than in the target language.

Example

“Teaching the code of conduct for women in children in this era is quite difficult”

Should be translated as “การสอนเกี่ยวกับความประพฤติของผู้หญิงให้กับเด็กสมัยนี้เป็นเรื่องยาก”

From the example, the word “code of conduct for women” is the word that may confuse readers if it was translated in literal so translator uses the related word that gives a close meaning to the word “code of conduct for women” which is “ความประพฤติของผู้หญิง”.

“Something around you can use as a study of lives reflected”

Should be translated as “สิ่งต่าง ๆ รอบตัวคุณสามารถนำมาใช้ศึกษาคุณภาพชีวิตได้”

In the example, the word “study of lives reflected” don’t have the exact meaning in Thai language so, translator use related word which has a close meaning “study of quality of life” or in Thai “ศึกษาคุณภาพชีวิตได้”.

1.6 Translation by paraphrase using unrelated words (Baker, 1992)

The strategy can be used when the concept in the source item is not lexicalized in the target language. When the meaning of the source item is complex in the target language, the paraphrase strategy may be used instead of using related words. It may be based on modifying a super-ordinate or simply on making clear the meaning of the source item.

Example

“He has been thinking about it for a long time”

Should be translated as “เขาคิดถึงเรื่องนั้นมาได้สักระยะเวลาหนึ่งแล้ว”

In the example, the word “for a long time” may translate as “เป็นระยะเวลานาน” but translator use unrelated word “ระยะหนึ่ง” or “for a while” to fit with the word used in Thai context.

“Teacher use the technique to enhance the classroom community”

Should be translated as “คุณครูใช้เทคนิคในการควบคุมสังคมในห้องเรียน”

In the example, the word “enhance the classroom community” may translate as “พัฒนาสังคมในชั้นเรียน” but translator uses the unrelated word “control the classroom community” or “ควบคุมสังคมในห้องเรียน” to give a view that teacher is the one who did the action.

1.7 Translation by omission (Baker, 1992)

This may be a drastic kind of strategy, but in fact, it may be even useful to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation, translators use this strategy to avoid lengthy explanations.

Example

“One week passed. The hospital took shape in the new area on the bank of the river.”

Should be translated as “หนึ่งสัปดาห์ต่อมา โรงพยาบาลก็เริ่มเป็นรูปเป็นร่างขึ้นข้างแม่น้ำ”

In the example, the translator omits the word “in the new area” or “ในพื้นที่แห่งใหม่” to keep the sentence short but still have close meaning to the original.

“She laundry the cloth that soaks in the water bucket”

Should be translated as “เธอซักเสื้อผ้าที่แช่น้ำเอาไว้”

In the example, the translator omits the word “bucket” or “ถัง” because readers may already know that the cloth should be soaked in the bucket and it is not alternate the meaning of the sentence.

1.8 Translation by illustration (Baker, 1992)

This strategy can be useful when the target equivalent item does not cover some aspects of the source item and the equivalent item refers to a physical entity

that can be illustrated, particularly to avoid over-explanation and to be concise and to the point.

Example

“There are many chain restaurants in Bangkok”

Should be translated as “มีร้านอาหารที่มีสาขาทั่วโลก เช่น KFC, Mc Donald และ Star Bucks อยู่มากมายในกรุงเทพ”

In the example, translator tries to give a clear picture of the word “chain restaurants” so translator uses the name of real chain restaurants “KFC, Mc Donald, and Star Bucks” as the example for readers.

2. Newmark’s translation method

Newmark (Newmark, 1981) mentioned eight level of translation strategies that focus on finding continuum between the emphasis on source language and the target language.

2.1 Word-for-word translation

This strategy illustrated as interlinear translation which the source language immediately translated to the target language by singly.

Example.

“Karma will sort that out.”

Could be translated as “กรรมจะตามสนอง”

2.2 Literal translation

Literal translation occurred by conversion of the source language to the closest target language equivalents but words are translated by singly.

Example.

“You aren't me, so you don't know”

Could be translated as “ไม่เป็นฉัน คุณไม่รู้หรอก”

2.3 Faithful translation

The strategy is being used to attempt to translate the specific contextual meaning of the original or source language to the target language by focus on the grammatical structure of the target language.

Example.

“Now a day, Cryptocurrency became one of the most popular trends for investors”

Could be translated as “ในสมัยนี้ เงินดิจิทัลเป็นหนึ่งในกระแสนิยมในหมู่นักลงทุน”

2.4 Semantic translation

This strategy is different from faithful translation in focusing on the beautiful and natural of source language as the main aspect.

Example.

“Stonehenge is a prehistoric monument located in England which made by 112 stone blog and consists with three rings”

Could be translated as “สโตนเฮนจ์คืออนุสรณ์สถาน ยุคก่อนประวัติศาสตร์ ตั้งอยู่ณประเทศอังกฤษ ซึ่งสร้างด้วยแท่งหินจำนวน 112 ก้อน ตั้งเรียงกันเป็นวงกลมทั้งหมดสามวง”

2.5 Communicative translation

Communicative translation focus on rendering or translating the meaning in source language to the target language in acceptable and comprehensible term.

Example.

“Now a day, Cryptocurrency became one of the most popular trends for investors”

Could be translated as “ในสมัยนี้ เงินดิจิทัลเป็นที่นิยมในหมู่นักลงทุน”

2.6 Idiomatic translation

This strategy is being used to deal with the message of the source language by distorting the message and replace with colloquialisms and idioms of the target language.

Example.

“The sun is already set, we should call it a day.”

Could be translated as “พระอาทิตย์ตกดินแล้ว พวกเราควรจะเลิกทำงานแล้วกลับบ้าน”

2.7 Free translation

The strategy is used to reproduce the original message to target language by freely or without concerning about form of the original or source language

Example.

“I'll give you a 50% discount. You know it doesn't get better than this!”

Could be translated as “ลดให้เลย 50% ไม่มีที่อื่นให้มากกว่านี้แล้ว”

2.8 Adaptation

Adaptation is the freest form of translation which focus for stage plays, poetry, theme, characters, and plots that rewritten or converted from source language culture to target language culture.

Example.

“O, my love is like the melody,

That is sweetly played in tune”

Could be translated as

“โอ้ความรักของข้าเหมือนดังเสียงเพลง

ที่บรรเลงในท่วงทำนองโรโรระเสนาะหู”

3. Hathai Tanyong's translation strategies

Hathai Tanyong (1994) mentioned five translation strategies that widely used in translation field.

3.1 Free translation

Free translation is depended on the translator who translated by their own style but still keep the meaning and the main point of the original message.

Example.

“If you want it get rid of the smell of octopus, you should massage it before cooking”

Could be translated as “ถ้าไม่ยากให้ปลาหมึกมีกลิ่นคาว ควรจะนวดปลาหมึกก่อนนำไปปรุงอาหาร”

3.2 Comparative translation

This strategy conducted by translating that focusing on the closest equivalence as the main point.

Example.

“By the time her daughter come back to home, she had already slept.”

Could be translated as “ณ เวลาที่ลูกสาวของเธอกลับมาถึงบ้าน เธอก็เข้านอนไปแล้ว”

3.3 Word-for-word translation

The strategy occurred by translating word by word and translator need to focus on the equivalence in word meaning of source language and target language.

Example.

“I can't believe Jimmy fail the English test because he always studies so hard”

Could be translated as “ฉันไม่อยากเชื่อว่าจิมมี่จะสอบตกวิชาภาษาอังกฤษ เพราะเขาขยันเรียนมาก”

3.4 Conceptual translation

Conceptual translation focus on comprehension or understanding which can expand the meaning of word to readers rather than word usage.

Example.

“NAS use to store the data by receiving the data form internet network. You can use NAS like the external hard disk drive or cloud computer.”

Could be translated as “NAS หรืออุปกรณ์ในการจัดเก็บข้อมูลผ่านโครงข่ายอินเทอร์เน็ต มีความสามารถในการเก็บข้อมูลระยะไกลผ่านอินเทอร์เน็ต ซึ่งการทำงานของอุปกรณ์นี้มีการทำงานคล้ายกับฮาร์ดดิสแบบพกพาหรือบริการจัดเก็บข้อมูลออนไลน์”

3.5 Composite translation

For this strategy, the strategy focusing on translator's experience, feeling, and logic to translate or recreate the words rather than focusing on the equivalence in word and meaning. This always make mistake in translation or understanding so translator avoid or no longer use it.

In conclusion, there were many translation strategies which translator can be used to deal with the translation depending on the individual readers and situations. Newmark's translation strategies seem to be focusing on translating by keeping the original meaning, style and structure which may found in the cultural and religious book or

article and Tanyong's translation strategies seem to be focusing on free or communicative translation which may found in informal document or in conversation. One of the most common and cover overall of readers and situation is Baker's translation strategies which showed the method of translating in the individual ways and situations.

To cover the individual situation which may happen in the 'Wizard of Oz' story, this study selected Baker's taxonomy or Baker's translation strategies will be use as the major instrument to analyze the data.

Related studies

There are various types of studies in the translation field, most of studies may often focus on Baker's translation strategies as a base data or the main method to analyze, organize, and categorize the translation strategies. Aguado and Francisco (2005), Roekmongkhonwit (2006), Khongbumpen (2008), Mungchomklang (2009), and Wachananan (2015) researches were focusing on Baker's translation strategies by applying in the research instrument.

However, the main sampling of studies was different such as songs, guide book, research abstracts, and the result of each text was different. The studies of Roekmongkhonwit (2006), Khongbumpen (2008), Mungchomklang (2009), and Wachananan (2015) investigated in translation in writing, but Aguado and Francisco (2005) studied was conducted under English language discussion classroom which collecting the translation strategies used of student in discussion.

In the translation of writing, Roekmongkhonwit (Roekmongkhonwit, 2006) studied how Mona Baker's translation strategies are found in translating the non-equivalence at word level in the Jatujak guidebook and also illustrated the frequency of each strategy. The result of the study was found that there were seven translation strategies was using to deal with non-equivalence at word level occurring in the translation process between Thai source language and English target language in the guidebook. Khongbumpen (Khongbumpen, 2008), studied 'A Case Study of An Article in Focus Bangkok. Master's Project' and the result showed that six of Baker translation strategies were being used in Focus Bangkok which is a magazine published by the Bangkok Metropolitan Administration

(BMA). Mungchomklang (Mungchomalang, 2009) investigated translation strategies used in translating 20 abstracts and Master's projects which resulted that seven of Baker's (1992) translation strategies were used in abstracts. Wachananan (Wachananan, 2015) investigated to find what translation strategies were employed in the translation of songs in Walt Disney's animated feature films from English into Thai. The frequency of each translation strategy in the translation of songs in Walt Disney's animated feature films from English into Thai was also examined. The results showed that seven of the strategies based on Baker's translation strategies were used in song translation.

Although Roekmongkhonwit's (2006), Mungchomklang's (2009), and Wachananan's (2015) studies had the same result that seven of Baker translation strategies were found the result in frequent was different, In Mungchomklang's (2009) and Wachananan's (2015) studies the most frequency of translation strategies used was translation by omission but in Roekmongkhonwit's (2006) study, the most frequency of translation strategies used was translation by paraphrasing using related words.

In the English language discussion classroom, Aguado and Francisco (Aguado-Giménez, 2005) mentioned that there were four translation strategies that students mostly used in discussion, which were translating by using a related word, translating by paraphrasing using unrelated words, and translating by omission.

Some parts of Baker's translation strategies or some similarities in Baker's translation strategies can be found around the translation field as well. Depending on the framework or the research tool that researchers used in their study. They may combine or use other translation strategies to support the analysis of translation work and depend on the exploration of their study or the data that researchers collected from samples.

Translation techniques in the document type, Pokasumrit (Pokasumrit, 2010) studied 'An analysis of English to Thai business document translation' to find the translation techniques. The result of the study, the study founded 19 translation techniques. Pokasumrit (Pokasumrit, 2012) also studied 'Cultural substitution in English to Thai translation'. The main focus of the study was to analyze cultural substitution in English to Thai translation to document its types, cultural significance, and linguistic patterns; and to find and illustrate the results as to the translators' opinion of this technique and the result of the study found

the use of cultural substitution in English to Thai translation in the generic types found are people, animals, religion and beliefs, objects, time and measurement, places, foods, proverbs, and idioms.

Translation strategy in movies, novels, and songs, Thappang (Thappang, 2012) demonstrated the research “Translation strategies of compound nouns from English to Thai in ‘Harry Potter and the Philosopher’s Stone’” and setting 15 types of translation guides to investigate strategies for communicating by using compound nouns from the English language to the Thai language in the novel. In Thappang’s (2013) study, 11 types of translation strategies were found in translation. Nilaphan (Nilaphan, 2018) studied on ‘Analysis of Translation techniques of English songs in the animation movie “Little Mermaid”: Poor Unfortunate Souls’ to study the process of translation from the English language to the Thai language in the animation movie song and the result showed that most of the translated words have kept original grammatical structure but some of the translated words were changed to keep the meaning. Masae, Sameang, and Manee (Masae, 2019) researched ‘An analysis of strategies used in translations Hollywood movie titles from English to Thai’ to analyze the language structures used in the translation of Hollywood movie titles. The results showed that all 11 strategies were found in 102 movies, but there was no additional explanation for the Thai words method in translation, and no transliteration was found in 102 movies.

In summary, from the related studies, the similarity of the related studies showed that some studies use Baker’s translation strategies as a research tool and some studies use some parts of Baker’s translation strategies to combine with other translation strategies as a tool to analyze the data. However, the difference was not only the media or the source of data analysis such as guidebook, research abstract, song, novel, animation movie, movie title, and English language discussion but also the result of each media or each source is different. The gap in related studies may appear to be different in terms of the results of each media or source. Thus, researchers trying to explore, fill and cover the missing data in a translation strategy use each type of media. To explore and narrow the gap in related studies, this study aims to fill the gap in a novel or English

learning book by using Baker's translation strategy as a tool to analyze the use of translation.



CHAPTER III

RESEARCH METHODOLOGY

This study 'Translation Strategies from the English Language to Thai Language in Novel 'The Wizard of Oz' is qualitative research. The study interprets the translation strategies in the novel 'The Wizard of Oz' by using Baker's taxonomy as a framework and instrument. The process of the study can be divided into three steps as follows.

1. Research procedures
2. Data collection
3. Instrument
4. Data analysis

Research procedures

The first step of research procedure was collecting the primary data which is the novel 'The Wizard of Oz' in the English language version and the Thai language version. Then, collecting the secondary data from related studies, documentary papers, online searches, and library. After finished collecting the primary and secondary data, the basic knowledge of translation, translation problems, translation strategies, framework, and theory were studied. Then, the framework and the instrument were developed by using primary and secondary data as a base. After that, the instrument was used to study, organize and categorize the translation strategies used by translators in the translated versions of novels and lastly, the data will be summarized. (see figure3)

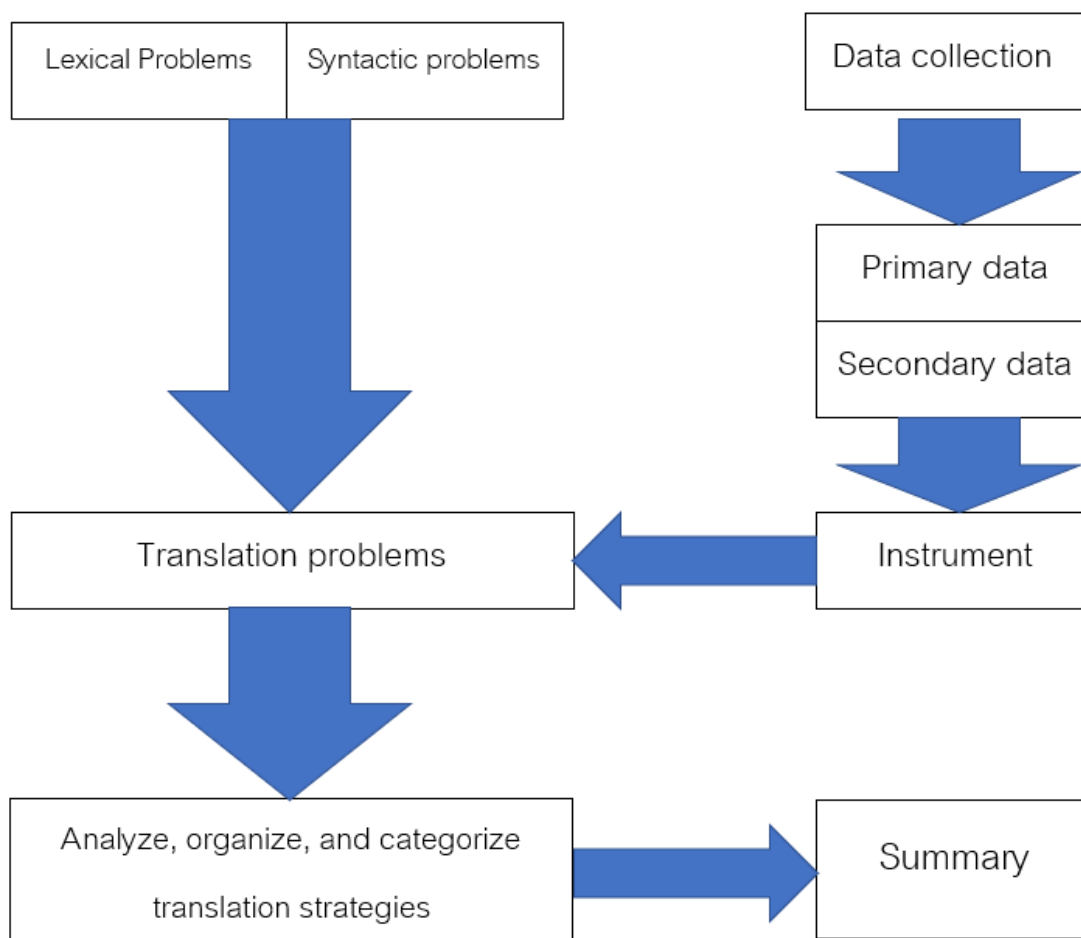


Figure 3 Research framework

Data collection

1. Primary data is the translation strategy data collecting from the novel ‘The Wizard of Oz’ in the English version written by Lyman Frank Baum (Lyman, 1985) and the Thai version translated by Charvit Kasetsiri (แอล แฟรงค์ โปม, 2543).

The selection method

1.1 The translated version should have the same or close content as the original version with no adding or cutting.

1.2 The translated version is not a simplified version that cuts the content into 8 chapters.

The reason for using Charvut Kasetsiri's translated version is the content is close or remains the same as the original version. Further, this version is not simplified as it contains 24 chapters, so the content of the book won't be lost.

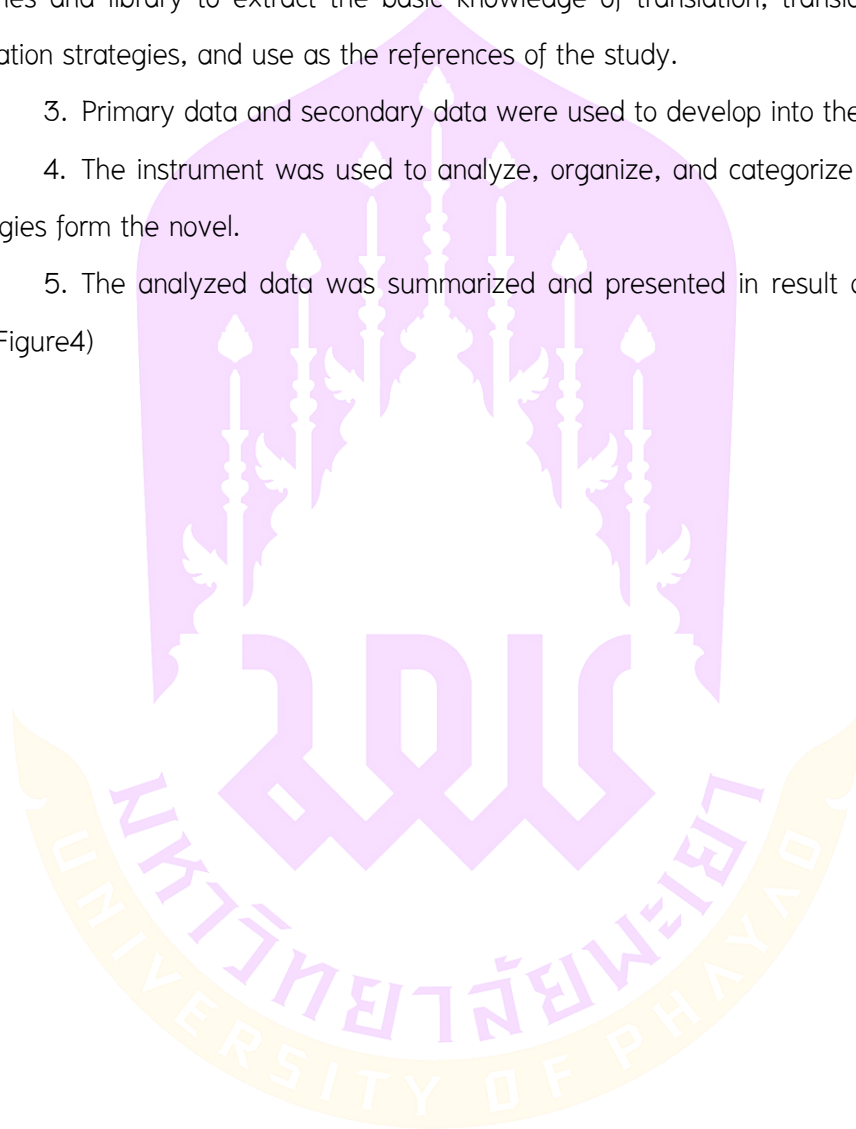
2. Secondary data is the data from related studies, documentary papers, online searches and library to extract the basic knowledge of translation, translation problems, translation strategies, and use as the references of the study.

3. Primary data and secondary data were used to develop into the instrument.

4. The instrument was used to analyze, organize, and categorize the translation strategies from the novel.

5. The analyzed data was summarized and presented in result and conclusion.

(See Figure4)



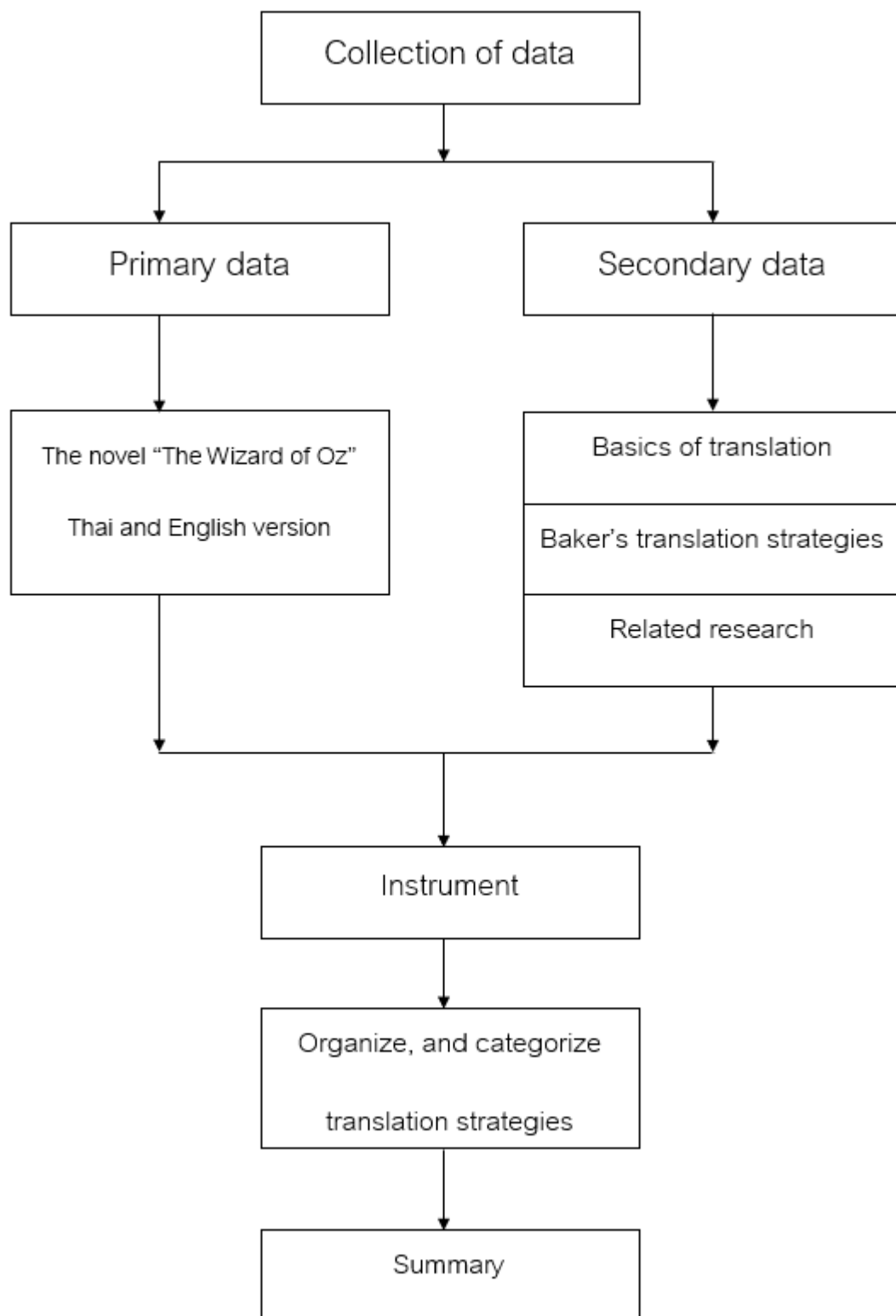


Figure 4 Collection of data

Instrument

From the investigation of related studies, most use Baker's translation strategies or Baker's taxonomy as a framework for the instrument. Baker's taxonomy may cover most types of translation such as guidebook, novel, song, and English language discussion. So, it showed the validity of this framework that it can be used with various types of translation texts. In this research, the framework and instrument that will be used is Baker's taxonomy. (Mona, 2011)

Baker's translation strategies or Baker's taxonomy

1. Translation by a more general word (ST1)
2. Translation by a more neutral/less expressive word (ST2)
3. Translation by cultural substitution (ST3)
4. Translation using a loan word or loan word plus explanation (ST4)
5. Translation by paraphrasing using related words (ST5)
6. Translation by paraphrasing using unrelated words (ST6)
7. Translation by omission (ST7)
8. Translation by illustration (ST8)

Validity and reliability of the research instrument, from the related studies most of the researches use Baker's taxonomy or Baker's translation strategies as the instrument to extract the translation strategies. Baker's taxonomy gives a clear picture of translation strategy methods that the translator used in the series of translations such as novels, guidebooks, songs, movies, and classroom studies.

Moreover, the study was certified by University of Phayao Human Ethics Committee with the international standard of Declaration of Helsinki, The Belmont Report, CIOMS Guideline International Conference on Harmonization in Good Clinical Practice.

Data analysis

In the analyze session, every sentence in the source language will be read and match with the target language. Then, the researcher matched translation strategies with instrument that translator used in each sentence to collect the frequency of translation strategies used in the novel.

Then, each of translation strategy was categorized and calculated for the percentage employing the following formula and follow by the most and least frequently used translation strategies were show in the table with conclusion.

$$\frac{100 \times (X)}{(Y)}$$

(Y)

(X) refers to the total number of the same translation strategies.

(Y) refers to the total translation strategies employed.

After that, the analyzed data was checked by inter-rater again to recorrect or lessen the mistakes that may cause in analysis.

Regarding the inter-rater, he is the permanent lecturer in the School of Liberal Arts, University of Phayao and responsible for the translation discipline with experience in translation and research.

In summary, Baker's taxonomy (2011) contains eight translation strategies including Translation by a more general word (ST1), Translation by a more neutral/less expressive word (ST2), Translation by cultural substitution (ST3), Translation using a loan word or loan word plus explanation (ST4), Translation by paraphrasing using related words (ST5), Translation by paraphrasing using unrelated words (ST6), Translation by omission (ST7), Translation by illustration (ST8), which was used to develop the research instrument, or translation strategies table or categorizer, which was used to organize and categorize the translation strategies and illustrate the frequency of each strategy used in each chapter of a novel. (See Table 1 and Table 2) After illustrating the use and frequency of each strategy used in a novel, the results were interpreted by content analysis and presented in the study.

Table 1 Example translation strategies categorizer table for each chapter

CHAPTER 1								
Pages	ST1	ST2	ST3	ST4	ST5	ST6	ST7	ST8
11	0	0	1	0	0	0	0	0
12	1	2	0	1	0	0	0	0
13	1	1	0	0	0	0	0	0
14	2	0	5	2	0	0	0	0
15	2	0	1	0	0	0	0	0
16	2	0	1	0	0	0	1	0
Sum	8	3	8	3	0	0	1	0



Table 2 Example translation strategies categorizer table

Chapters	Baker's taxonomy							
	ST1	ST2	ST3	ST4	ST5	ST6	ST7	ST8
1	8	3	8	3	0	0	1	0
2	16	0	10	2	0	0	0	0
3	14	1	17	1	2	0	0	0
4	5	2	12	1	1	0	0	0
5	10	2	16	0	1	1	1	0
6	4	0	11	0	1	0	0	0
7	10	1	10	1	0	0	0	0
8	3	1	18	4	0	0	0	0
9	5	2	10	1	0	1	0	0
10	0	3	20	0	2	0	0	0
11	17	8	31	0	1	0	4	0
12	4	5	36	1	0	1	4	0
13	3	2	9	0	2	0	1	0
14	5	3	13	3	1	0	1	0
15	13	2	18	0	0	0	1	0
16	3	0	15	0	1	0	0	0
17	1	1	7	10	0	1	1	0
18	6	0	10	1	2	0	1	0
19	3	1	9	0	1	0	0	0
20	3	1	19	0	0	0	0	0
21	4	0	10	0	0	0	0	0
22	4	0	11	0	0	0	2	0
23	4	0	11	2	0	0	0	0
24	0	0	0	0	0	0	0	0
Total	145	38	331	30	15	4	17	0

CHAPTER IV

RESULTS

The study applied Baker taxonomy or Baker's translation strategies (1992) as a tool to categorize the translation strategies found in the novel 'The Wizard of Oz'. The results were illustrated as follows.

First in the result, translation strategies that employed in the novel 'The Wizard of Oz' could be divided into seven translation strategies which were translation by a more general word (ST1), translation by a more neutral/less expressive word (ST2), translation by cultural substitution (ST3), translation using a loan word or loan word plus explanation (ST4), translation by paraphrasing using related words (ST5), translation by paraphrasing using unrelated words (ST6), and translation by omission (ST7).

Second in translating 'The Wizard of Oz', translation by cultural substitution showed 57.07% of the total for frequency of strategies. The strategy translation by cultural substitution could be done by replacing the culture-specific item with a target language item that does not have the same propositional meaning, but is likely to have a similar impact. This was followed by translation by more general words at 25%. Next was the strategy for translation by using more neutral/less expressive words at 6.55%, and translation using a loan word or loan word plus explanation at 5.17%. This was followed by translation by omission at 2.93%, and translation by paraphrasing using related words at 2.59%. The last was translation by paraphrasing using unrelated words, which was 0.69%.

Third, the example of each translation strategy found in the novel 'The Wizard of Oz' will be demonstrated as follow.

Table 3 Examples of Baker's translation strategies, translation by a more general word, found in The Wizard of Oz.

No.	Text	Strategy	Explanation
1	<p><u>her eyes growing bigger and bigger</u> at the wonderful sights she saw. (Source language)</p> <p><u>ดวงตาเบิกกว้าง</u>ต่อภาพมหัศจรรย์ที่เธอเห็น (Target language)</p>	S1	<p>The translator used the strategy translation by a more general word to limited the repeat of word "<u>her eyes growing bigger and bigger</u>" by translated into "<u>ดวงตาเบิกกว้าง</u>" which have the same meaning and image.</p>
2	<p>she <u>walked rather stiffly</u> (Source language)</p> <p>เธอ<u>เดินโขยกเขยก</u> (Target language)</p>	S1	<p>Stiffy – แข็ง, เก้ง</p> <p>The translator used the Thai word "<u>เดินโขยกเขยก</u>" to give image to action of the elderly character.</p>
3	<p>You are welcome, <u>most noble Sorceress</u>, to the land of Munchkins (Source language)</p> <p>ขอต้อนรับ<u>นางฟ้าผู้ทรงเกียรติ</u>ดินแดนแห่งมันชินส์ (Target language)</p>	S1	<p>Sorceress – แม่มด</p> <p>The translator selected the Thai word "<u>นางฟ้าผู้ทรงเกียรติ</u>" to replace the word "<u>most noble Sorceress</u>" because the word "แม่มด" may give reader the evil image which not match with the image of the main character who is a little girl.</p>

Table 3 Count

No.	Text	Strategy	Explanation
4	Now they are all free, and are <u>grateful to you for the favor</u> (Source language) บัดนี้พวกเขาเป็นไทกันหมดแล้ว และเป็นหนี้บุญคุณของท่านที่ ได้ช่วยเหลือ (Target language)	S1	The translator translated the word “ <u>grateful to you for the favor</u> ” to “ <u>เป็นหนี้บุญคุณของท่านที่ได้ ช่วยเหลือ</u> ” by using the strategy translation by a more general word to recreate the target language that fit with Thai context.
5	<u>Then that accounts for it</u> (Source language) <u>ถ้าอย่างนั้นก็ดี</u> (Target language)	S1	The translator translated the source language “ <u>Then that accounts for it</u> ” which is an idiom to the word “ <u>ถ้า อย่างนั้นก็ดี</u> ” which is the general word that use in Thai context.
6	there is a great desert, and <u>none could live to cross it</u> (Source language) มีทะเลทรายกว้างใหญ่และไม่เคย มีใครข้ามเอาชีวิตรอดไปได้ (Target language)	S1	The translator translated “ <u>none could live to cross it</u> ” to “ <u>ไม่ เคยมีใครข้ามเอาชีวิตรอดไปได้</u> ” to make it more clear or understandable in target language.

Table 3 (Cont.)

No.	Text	Strategy	Explanation
7	<p>Evidently the Munchkins were good farmers and able to rise large crops. (Source language)</p> <p>แน่ที่เดียว พวกมันชกินส์เป็นชาวไร่ชาวนาที่ดีและปลูกพืชผลได้มากมายเช่นนั้น (Target language)</p>	S1	<p>Evidently – เห็นได้ชัด</p> <p>The translator selected the word “แน่ที่เดียว” instead of using “เห็นได้ชัด” to make it more natural.</p>
8	<p>...you have white in your frock, and only witches and sorceress wear white (Source language)</p> <p>แล้วเธอยังสวมชุดสีขาวด้วย มีแม่มดกับนางฟ้าเท่านั้นที่สวมชุดสีขาว (Target language)</p>	S1	<p>Frock – เสื้อผ้าของผู้หญิง, เสื้อคลุม หลวม ๆ ของผู้หญิง</p> <p>The translator used the word “ชุด” which give the board meaning of cloth to translate the word “frock” which specific mean the long coat wear by lady or a dress to give reader an idea or image of the frock.</p>
9	<p>She thought she must have mistaken (Source language)</p> <p>ตอนแรกเธอคิดว่าเธอคงหลงไปเอง (Target language)</p>	S1	<p>Mistake – ข้อผิดพลาด, ความคลาดเคลื่อน</p> <p>The translator used the word “หลงไปเอง” which use in Thai context when people forgot or make mistake in thinking or seeing something.</p>

Table 3 (Cont.)

No.	Text	Strategy	Explanation
10	<u>I haven't the faintest idea</u> (Source language) <u>ฉันคิดไม่ออก</u> (Target language)	S1	The translator shortened the word " <u>I haven't the faintest idea</u> " to "I have no idea" or "ฉันคิดไม่ออก" in Thai language which make more easier in understanding.
11	<u>"Come along, Toto"</u> " <u>ไป...โตโต้</u> " (Target language)	S1	Come along – ตามمام, มาด้วย Instead of translating to "ตามمام", the translator selected the word " <u>ไป</u> " or "go" which is use to in command or order the pet in Thai context.

Table 4 Examples of Baker's translation strategies, translation by a more neutral/less expressive word, found in The Wizard of Oz.

No.	Text	Strategy	Explanation
12	Of course this politeness was wasted on the Scarecrow (Source language) แต่ความสบายอย่างนี้ไร้ผลกับ หุ่นได้กา (Target language)	S2	Waste – เสีย, ไร้ประโยชน์ The translator used the word “ไร้ผล” in translating the word “wasted” which gave more neutral use of language in target language.
13	Then she noticed Dorothy's Golden Cap (Source language) ครั้นแล้วราชินีก็แลเห็นหมวก ทองของโดโรธี (Target language)	S2	Notice – สังเกตเห็น The translator used the word “แลเห็น” which gave the naturalness in the action of notice in target language.
14	I never grant favors without some return (Source language) ฉันไม่เคยให้รางวัลโดยไม่มีอะไร ตอบแทน (Target language)	S2	The translator translated the word “grant favors” to “ให้รางวัล” instead of using the word “ช่วย” or “รับคำขอ” which give less expressive of word.

Table 4 (Cont.)

No.	Text	Strategy	Explanation
15	I lived in deadly fear of them for many years (Source language) ฉันจึงอยู่ด้วย ความกลัว มาหลาย ปี (Target language)	S2	The translator translated the word “deadly fear” as “ความกลัว” which give less expressive in meaning but give more neutral in the use of language in target language.
16	A baby has brains, but it doesn't know much (Source language) ทารกก็มีมันสมอง แต่ เขาไม่รู้ เองนะ (Target language)	S2	The word “it doesn't know much” was translated as “เขาไม่รู้เองนะ” which give more neutral of target language.
17	She was within a few steps of it (Source language) อีกสองสามก้าว เธอจะถึงลูก บอลลูก (Target language)	S2	Instead of translated “a few steps” as “อีกไม่กี่ก้าว”, the translator selected the word “อีกสองสามก้าว” which give more neutral in target language and also give the picture of action of the character.
18	china and painted in the brightest colors (Source language) กระเบื้องเคลือบ ทาสี ขาวสดใส (Target language)	S2	The translator selected the word “สีขาวสดใส” in translating the word “brightest colors” which give less expressive of color but give a clear picture of china in target context.

Table 5 Examples of Baker's translation strategies, translation by cultural substitution, found in The Wizard of Oz.

No.	Text	Strategy	Explanation
19	<u>Oh, that is different</u> (Source language) <u>โอ้! นั่นก็เป็นอีกเรื่อง</u> (Target language)	S3	The translator used the strategy translation by cultural substitution to translate the word “that is different” to “นั่นก็เป็นอีกเรื่อง” which is naturally use in the target language conversation.
20	We <u>have obeyed you as far as we were able</u> (Source language) <u>เรา<u>ได้</u>ทำเท่าที่จะทำได้แล้ว</u> (Target language)	S3	The translator focused on target language use and translated “We have obeyed you as far as we were able” as “เรา <u>ได้</u> ทำเท่าที่จะทำได้แล้ว” which shorten the word but still keep the meaning and naturalness in target context.
21	<u>You are a wicked creature!</u> (Source language) <u>แกเป็นคนเลว</u> (Target language)	S3	Translator translated the word “wicked creature” to “คนเลว” which soften the meaning of word to make it fit readers context who may be children.
22	She <u>sprang from her bed</u> and with Toto at her heels ran and opened the door (Source language) <u>โดโรธี<u>ผลุนผลัน</u>ลงจากเตียง</u> <u>ออกไปเปิดประตู มีโตโต้ติดตาม</u> <u>เท้าเธอมา</u> (Target language)	S3	The word “sprang from her bed” was translated to “ <u>ผลุนผลัน</u> ลงจากเตียง” which not only give a picture of character action but also the cultural word “ <u>ผลุนผลัน</u> ” is fit with the situation.

Table 5 (Cont.)

No.	Text	Strategy	Explanation
23	<p>“<u>Oh, dear! oh, dear!</u>” cried Dorothy (Source language)</p> <p>“<u>ตายแล้ว! ตายแล้ว!</u>” โดโรธี ร้องขึ้น (Target language)</p>	S3	The interjection “Oh, dear! oh, dear!” which does not mean the animal dear but this specific word was used when surprised or shocked so the translator translated into the word “ตายแล้ว! ตายแล้ว!” which does not mean dead, but this specific word was use in the same situation when surprised or shocked.
24	<p>My dress is <u>blue-and white-checked</u> (Source language)</p> <p>ชุดของฉัน <u>ตาหมากรุกสีน้ำเงินกับขาว</u> (Target language)</p>	S3	The word “blue-and white-checked” present a type of shirt and translator translated into “ตาหมากรุกสีน้ำเงินกับขาว” which in used to call the checked shirts in Thai context.
25	<p>“<u>Good day</u>” said the Scarecrow in rather husky voice (Source language)</p> <p>“<u>สวัสดี</u>” หุ่นไล่กาพูดขึ้นด้วยเสียงห้าว (Target language)</p>	S3	The word “Good day” is specific word that use to greet in the source language so the translator translated in to “สวัสดี” which in Thai language does not has other greeting word.

Table 5 (Cont.)

No.	Text	Strategy	Explanation
26	<p>“Certainly” answered the Scarecrow; “how do you do?”</p> <p>(Source language)</p> <p>"แน่ซี" หุ่นไล่กาตอบ "สบายดี หรือ"</p> <p>(Target language)</p>	S3	<p>The word “how do you do?” is specific word that use to greet when people meet at first time so translator selected the word “สบายดีหรือ” which doesn’t give the use of meeting at first time but the meaning of the word is fit in target context.</p>
27	<p>“Don’t mind Toto” said Dorothy to her new friend</p> <p>(Source language)</p> <p>"ช่างโตโตมันเถอะ" โตโรธีพูดกับเพื่อนใหม่</p> <p>(Target language)</p>	S3	<p>The translator translated the word “Don’t mind Toto” which give a meaning not to worry about it to “ช่างโตโตมันเถอะ” which give the meaning let it be but the word gives more naturalness in target context.</p>
28	<p>they heard a rough voice cry out, Keep back!</p> <p>(Source language)</p> <p>ได้ยินเสียงร้องหยาบกระด้างว่า"ออกไปให้พ้น!"</p> <p>(Target language)</p>	S3	<p>The translator translated the word “Keep back!” which mean to stay away from something to “ออกไปให้พ้น!” which give a meaning to get way from something but gives more naturalness use in target context.</p>

Table 5 (Cont.)

No.	Text	Strategy	Explanation
29	<p>The Quadlings themselves, <u>who were short and fat and looked chubby</u> and good natured (Source language)</p> <p>พวกควอดริงส์เองซึ่ง<u>เป็นคนเตี้ย อ้วน ดูท่าทางตะลุ่มตุ่มปึก</u>และอารมณ์ดี (Target language)</p>	S3	<p>The translator translated the word “looked chubby” to “ท่าทางตะลุ่มตุ่มปึก” which is a specific word in Thai context used with chubby look and also give a meaning of funny and cute in word.</p>
30	<p><u>"It is not a great way."</u> answered the farmer's wife. (Source language)</p> <p><u>"ทางไม่ไกลนัก"</u> ภรรยาชาวไร่ ตอบ (Target language)</p>	S3	<p>“It is not a great way” is a specific word that does not mean a good way in direct translation but it means it not that far so translator selected the word “ทางไม่ไกลนัก” which has a same level in meaning.</p>

Table 6 Examples of Baker's translation strategies, translation using a loan word or loan word plus explanation, found in The Wizard of Oz.

No.	Text	Strategy	Explanation
31	<p>“There’s a cyclone, Em” he called to his wife (Source language)</p> <p>“ลมไซโคลนมา เอ็ม” ลุงร้องบอกภรรยา (Target language)</p>	S4	<p>Cyclone – a wind storm that move in a circle.</p> <p>The translator used the strategies translation using a loan word to translate the word “Cyclone” which is the wind storm in USA to “ลมไซโคลน” because there is no calling word of wind storm in Thai context.</p>
32	<p>big table nearby was loaded with delicious fruits and nuts, pies and cakes, and many other good things to eat. (Source language)</p> <p>ที่โต๊ะตัวใหญ่ ใกล้ ๆ มีผลไม้ ถั่ว ขนมพาย ขนมเค้ก และของน่ากินอื่น ๆ วางอยู่เต็ม (Target language)</p>	S4	<p>Pie – ขนมพาย ขนมชนิดหนึ่ง ทำจากแป้งและน้ำมันยัดไส้ มีเปลือกกรอบจากการอบ</p> <p>Cake – ขนมเค้ก ขนมชนิดหนึ่ง ทำจากแป้ง ไข่ น้ำตาล เนย นำมาผสมให้เข้ากันแล้วนำไปอบ</p> <p>The translator used loan word “ขนมพาย” and “ขนมเค้ก” in translating the words “pie” and “cake” because in Thai context there is no specific name that use to call pie and cake.</p>

Table 6 (Cont.)

No.	Text	Strategy	Explanation
33	<p>There were big yellow and white and blue and purple blossoms, besides great clusters of scarlet poppies</p> <p>(Source language)</p> <p>มีดอกบานใหญ่สีเหลือง ขาว น้ำเงิน และม่วง ช่างๆ มีดงดอกปีบปี ใหญ่สีแดงฉาน</p> <p>(Target language)</p>	S4	<p>Poppy – ฝิ่น, ดอกฝิ่น</p> <p>The translator didn't translate the word "poppy" into "ดอกฝิ่น" but used the word "ดอกปีบปี" as a loan word to avoid the negative meaning and thinking because the word "ดอกฝิ่น" may present narcotics to readers who may children in Thai context.</p>
34	<p>walking over fields of soft grass dotted here and there with daisies and buttercups</p> <p>(Source language)</p> <p>เดินผ่านทุ่งหญ้าอ่อนๆ ที่ขึ้น อยู่ตรงนั้นตรงนี้ มีดอกเดซี่กับดอกบัตเตอร์คัพ ขึ้นสลับอยู่</p> <p>(Target language)</p>	S4	<p>Daisy – ดอกไม้ชนิดหนึ่ง มีลักษณะเป็นดอกสีขาวเหลือง มีต้นกำเนิดอยู่ในแถบอเมริกา</p> <p>Buttercup – ดอกไม้ชนิดหนึ่ง มีดอกขนาดเล็กสีเหลือง</p> <p>The translator translated the word "daisies and buttercups" into "ดอกเดซี่กับดอกบัตเตอร์คัพ" by using loan word because daisy flower and buttercup flower didn't exist in target context.</p>

Table 6 (Cont.)

No.	Text	Strategy	Explanation
35	<p>the Scarecrow found a tree full of nuts and filled Dorothy's basket with them</p> <p>(Source language)</p> <p>หุ่่นไล่ก้าพบตันไม้ที่มีลูกน้ดดก เลยเก็บใส่ตะกร้ามาให้โดโรธีเสี่ย เต็ม</p> <p>(Target language)</p>	S4	<p>Nut – ผลไม้แห้งเปลือกแข็ง, ถั่ว</p> <p>The translator selected the loan word “ลูกน้ด” in translating the word “Nut” because there is not enough information to translate specifically so translator use the loan word to avoid the translation problem.</p>
36	<p>Dorothy breakfasted like a princess off peaches and plums from the trees beside the river</p> <p>(Source language)</p> <p>โดโรธีก็กินอาหารเข้รารวกับเจ้า หญิง ลูกพีชลูกพล้มจากต้นไม้ ใกล้แม่น้ำ</p> <p>(Target language)</p>	S4	<p>The translator used the strategy translation using a loan word to translate the word “peaches and plums” into “ลูกพีชลูกพล้ม” because there is no specific name for plum but peach may use the word “ลูกท้อ”.</p>

Table 6 (Cont.)

No.	Text	Strategy	Explanation
37	<p>"A balloon," said Oz, "is made of silk, which is coated with glue to keep the gas in it.</p> <p>(Source language)</p>	S4	<p>Balloon – ระเบิดหาวะ, ลูกโป่ง, ลูกโป่ง</p> <p>There is no specific name of the balloon transport because in Thai context, balloon is only use as a toy for children so translator need to selected the loan word “ลูกโป่ง” to translate the source word “balloon”</p>
	<p>"ลูกโป่ง.." ออซ พูด "ทำด้วยผ้าไหมติดกาวเพื่อเก็บ ก๊าซไว้ข้างใน</p> <p>(Target language)</p>		

Table 7 Examples of Baker's translation strategies, translation by paraphrase using related word, found in The Wizard of Oz.

No.	Text	Strategy	Explanation
38	<p><u>With one blow of his paw</u> sent the Scarecrow spinning over and over to the edge of the road (Source language)</p> <p><u>มันเอาอุ้งเท้าฟาด</u> หุ่นไล่กา หมุนเป็นทอด ๆ ตกไปที่ขอบถนน (Target language)</p>	S5	<p>The translator used the strategy translation by paraphrase using related word to change the words “with one blow of his paw” to “He uses his paw to strike” or in target language “มันเอาอุ้งเท้าฟาด” to give clearer picture to readers.</p>
39	<p>Dorothy ate some delicious porridge and a dish of <u>scrambled eggs</u> and a plate of nice white bread (Source language)</p> <p>โตโรธีก็กินข้าวตุ๋นแอสอน อร่อยกับ <u>ไข่เจียว</u>หนึ่งจาน แล้วก็ขนมปัง ขาวอย่างดี (Target language)</p>	S5	<p>The translator translated by paraphrasing the word “scrambled eggs” as “ไข่เจียว” which is different in cooking method, scramble egg should be cook by stir fry but fired egg or “ไข่เจียว” is cooked by fried and flip the egg but in Thai context, people familiar with fried egg more than scramble egg so translator selected the word “ไข่เจียว” to give the picture of food to readers.</p>

Table 7 (Cont.)

No.	Text	Strategy	Explanation
40	<p>Can you straighten out those dents in the Tin Woodman, and bend him back into shape again, and solder him together where he is broken? (Source language)</p> <p>เธอ<u>ตี</u>รอยบุบของชายตัดไม้<u>ตี</u>บุกให้<u>ตี</u>เหมือนเดิมได้ไหม <u>ทำให้</u>เขา<u>กลับเข้ารูปเดิม</u>อีก แล้ว<u>ก็</u>ต่อตรงที่<u>หัก</u>ให้<u>ตรง</u> ๆ (Target language)</p>	S5	<p>straighten out – ทำให้<u>ตรง</u> bend back – พลิก<u>กลับ</u></p> <p>The translator translated the word “straighten out” as “<u>ตี</u>” and the word “bend back” as “<u>ทำให้กลับเข้ารูปเดิม</u>” because in the situation the blacksmiths use the hammer to repair Tin Woodman so translator paraphrased the word to fit with the situation.</p>
41	<p>"And I shall get back to Kansas," cried Dorothy, joyfully. (Source language)</p> <p>"ฉันก็จะ<u>ได้</u>กลับไปแคนซัส."<u>โดโรธีร้องและตบมือ</u> (Target language)</p>	S5	<p>The translator paraphrased the words “cried Dorothy, joyfully” to “Dorothy cried and clap her hand” or in target language “<u>โดโรธีร้องและตบมือ</u>”, the word “joyfully” was replaced by hand clapping action.</p>

Table 8 Examples of Baker's translation strategies, translation by paraphrase using unrelated words, found in The Wizard of Oz.

No.	Text	Strategy	Explanation
42	<p>“On my neck first,” replied the Tin Woodman. (Source language)</p> <p>“หยอดน้ำมันตรงคอฉันก่อน” ชายตัดไม้ดีบุกตอบ (Target language)</p>	S6	The word “on my neck first” was translated into “หยอดน้ำมันตรงคอฉันก่อน”, the translator used unrelated word “หยอด” which mean “oiled” to make readers understand the action of character.
43	<p>then another crow dies at him, and the Scarecrow twisted its neck also (Source language)</p> <p>เมื่อมีกาอีกตัวบินเข้ามา ทุ่นไล่ กาก็หักคอมันอีก (Target language)</p>	S6	The translator translated the words “then another crow dies at him” to “เมื่อมีกาอีกตัวบินเข้ามา” or “when another crow flies to him”, unrelated word was used in the word “die” and translated to “fly”.

Table 8 (Cont.)

No.	Text	Strategy	Explanation
44	<p>When it was all ready, Oz sent word to his people that <u>he was going to make a visit to a great brother Wizard who lived in the clouds.</u></p> <p>(Source language)</p> <p>เมื่อทั้งหมดเสร็จเรียบร้อยลง ออกซก็กระจายข่าวไปยัง ประชาชนของเขาว่า<u>เขากำลังจะ กลับไปด้วยวิธีเดิม</u></p> <p>(Target language)</p>	S6	<p>The translator translated the words “he was going to make a visit to a great brother Wizard who lived in the clouds.” To “เขากำลังจะกลับไปด้วยวิธีเดิม” or “he was going to go back by the old way”, translation by paraphrase using unrelated words was used to shorten the words but still keep the true meaning of the story.</p>

Table 9 Example of Baker's translation strategies, translation by omission, found in The Wizard of Oz.

No.	Text	Strategy	Explanation
45	as the hours passed and nothing terrible happen (Source language) แต่หลายชั่วโมงผ่านไปก็ไม่มีอะไรเกิดขึ้น (Target language)	S7	The translator used the strategy translation by omission by translating the words “the hours passed and nothing terrible happen” to “หลายชั่วโมงผ่านไปก็ไม่มีอะไรเกิดขึ้น” which omit the word “terrible” but the meaning or the picture in the story did not change.
46	he seemed a very polite creature , and very grateful. (Source language) เขาดูสุภาพเรียบร้อยและสำนึกในบุญคุณยิ่งนัก (Target language)	S7	The strategy translation by omission was used in translating the word “he seemed a very polite creature” to “เขาดูสุภาพเรียบร้อย” which the word “creature” was omitted.
47	each one of you must enter his presence alone, and he will admit but one each day (Source language) พวกเขาต้องเข้าไปปรากฏตัวต่อท่านแต่ผู้เดียวทีละคน (Target language)	S7	The translator omitted the words “and he will admit but one each day” in translating to reduce the redundancy in the target language.

Table 9 (Cont.)

No.	Text	Strategy	Explanation
48	There was, in her cupboard, a Golden Cap, with <u>a circle of</u> diamonds and rubies running round it. (Source language)	S7	The word “a circle of” was omitted in translation because the translator trying to reduce the reputation of word because the word “a circle of” and “running round it” have the same meaning in the target language.
	ที่ในตู้นางมีหมวกทอง ซึ่งมีเพชร กับทับทิมประดับอยู่รอบ (Target language)		
49	This they decided <u>to do</u> . (Source language)	S7	The translator decided to omit the word “to do” in translating “this they decided to do” and translated to “พวกเขาตัดสินใจ” which still keep the original meaning.
	พวกเขาตัดสินใจ (Target language)		
50	<u>Again</u> a head shot swiftly out (Source language)	S7	The translator omitted the word “Again” to smoothen the overall sentence in target language without losing meaning of words.
	หัวนั้นยิงออกมาอีกอย่างรวดเร็ว (Target language)		

Table 9 (Cont.)

No.	Text	Strategy	Explanation
51	<p><u>As they passed over the hill</u> the Hammer–Heads yelled with vexation, and shot their heads high in the air; but they could not reach the Winged Monkeys, which carried Dorothy and her comrades safely over the hill and set them down in the beauty full country of the Quadlings. (Source language)</p> <p>พวกหัวค้อนก็ตะโกนด้วยความโกรธ และยิงหัวสูงขึ้นไปในอากาศ แต่ไม่ถึงสิ่งติดปีกที่อุ้มโดโรธีกับบรรดาสหายของเธอข้ามภูเขาไปอย่างปลอดภัยและนำไปวางไว้ในดินแดนอันงดงามของพวก ควอดลิงส์ (Target language)</p>	S7	<p>The words “as they passed over the hill” was omitted in translation because characters are in the action of fly and to reduce the redundancy In the words “carried Dorothy and her comrades safely over the hill” which have the same meaning.</p>

Table 10 Frequency of Eight Baker's translation strategies found in The Wizard of Oz.

	ST1	ST2	ST3	ST4	ST5	ST6	ST7	ST8
Total	145	38	331	30	15	4	17	0
Percentage	25%	6.55%	57.07%	5.17%	2.59%	0.69%	2.93%	0%

The table 10 illustrates the frequency of eight of Baker's translation strategies which were found in the novel 'The Wizard of Oz' as follows: translation by cultural substitution (57.07%), translation by a more general word (25%), translation by a more neutral/less expressive word (6.55%), translation using a loan word or loan word plus explanation (5.17%), translation by omission using related words (2.93%), translation by paraphrasing using related words (2.59%), translation by paraphrasing using unrelated words (0.69%), and the last, translation by illustration, which was not found in the novel 'The Wizard of Oz'.

In summary, seven of eight translation strategies were employed in the novel 'The Wizard of Oz' which were translation by a more general word (ST1), translation by a more neutral/less expressive word (ST2), translation by cultural substitution (ST3), translation using a loan word or loan word plus explanation (ST4), translation by paraphrasing using related words (ST5), translation by paraphrasing using unrelated words (ST6), and translation by omission (ST7). The frequency of translation strategies used showed that translation by cultural substitution was the highest used by translator, the lowest used strategy was translation by paraphrasing using unrelated words and the translation strategy that translator didn't use in this translation was translation by illustration (ST8).

CHAPTER V

CONCLUSION

This chapter of the study illustrates the conclusion, discussion, and recommendations for future study based on the results of the study, 'Translation Strategies from the English Language to the Thai Language in the novel 'The Wizard of Oz'.

Conclusion

The conclusion of the study concerning translation strategies from the English language to the Thai language in the novel 'The Wizard of Oz' is presented as follows:

To answer the first research question, what kind of translation strategies does the translator use to cope with translation works in the novel 'The Wizard of Oz'?, concerning the initial objective, the study found that seven translation strategies were employed in the novel 'The Wizard of Oz', which the translator used in the translation. The seven strategies were translation by a more general word (ST1), translation by a more neutral/less expressive word (ST2), translation by cultural substitution (ST3), translation using a loan word or loan word plus explanation (ST4), translation by paraphrasing using related words (ST5), translation by paraphrasing using unrelated words (ST6), and translation by omission (ST7).

For the second research question, what translation strategies are the most and the least used in the novel 'The Wizard of Oz'?, the strategies that were used the most in translating 'The Wizard of Oz' were translation by cultural substitution that showed 57.07% of the total for frequency of strategies. The strategy translation by cultural substitution could be done by replacing the culture-specific item with a target language item that does not have the same propositional meaning, but is likely to have a similar impact. This was followed by translation by more general words at 25%. Next was the strategy for translation by using more neutral/less expressive words at 6.55%, and translation using a loan word or loan word plus explanation at 5.17%. This was followed by translation by omission at 2.93%, and translation by paraphrasing using related words

at 2.59%. The last was translation by paraphrasing using unrelated words, which was 0.69% but one of strategy that was not found in this novel is translation by illustration.

In conclusion, the results of the study showed that seven translation strategies of Baker's taxonomy were found in the novel 'The Wizard of Oz' to cope with the translation from the source language or English language to the target language or Thai language. Consequently, the translator of 'The Wizard of Oz' could exquisitely transfer the meanings, images, and feelings of the source language text to target language text to present to Thai readers and learners.

Discussion

From the investigation of the translation strategies used in 'The Wizard of Oz', the results showed seven of Baker's translation strategies, which were translation by a more general word, translation by a more neutral/less expressive word, translation by cultural substitution, translation using a loan word or loan word plus explanation, translation by paraphrasing using related words, translation by paraphrasing using unrelated words, and translation by omission was found in the novel. The findings supported the study of Roekmongkhonwit (2006), Khongbumpen, (2008), Mungchomklang (2009), and Wachananan (2015), which revealed seven of Baker's translation strategies could be found in translation work.

Translation by cultural substitution was found at 57.07%. The strategy was used by a translator when translation between the source language and the target language have their own specific word that can be used to explain, express, and give a clear picture to readers in another context. For example, the English phrase "how do you do?" is a greeting that people use when meeting someone for the first time. In the Thai language, however, there is no word used when greeting someone for the first time, so the translator has to use the word "สบายดีหรือ" which presents a greeting, but may not present the meaning of meeting for the first time. The finding was supported by Pokasumrit (Pokasumrit, 2012) and Amos (Amos, 2020), who showed that translation by cultural substitution gave a meaning by replacing the source cultural item with the target

culture such as name, animal, item, religion, time, location, food, interjection, proverb, and idiom that readers could understand the meaning, tone of language, and picture.

The second is translation by more general words at 25%. For this strategy, the translator used it when encountering a word that literal translation could not give the natural use of Thai language in translation. Thus, the translators have to translate differently by using an easier word. For example, the English word “white in your frock” the word “frock” is a dress worn by women. In the Thai context, however, readers may not know about a frock, so the translator uses the word “ชุด”, which is a more common word meaning a cloth that people wear. This finding was supported by Suksalee's (Suksalee, 2018) study that gave the idea of translation by a more general word in similes as a comparison of images between the source language and the target language translated by superordination.

Next is strategy translation by a more neutral/less expressive word at 6.55%. The translator used this strategy to deal with translating words that keep the natural tone of words in the Thai language. For example, the English word “wasted”, which means to not make good or full use of something, is translated into the Thai word “ไร้ผล”, which means useless. The result was supported by Widiyanto (Yanto, 2014) and Angelina, Riadi, and Thennoza (Angelina, 2020), who showed that translation by a more neutral/less expressive word was used to deliver the meaning suitable in situation or context from the source language to the target language.

One of the strategies used to deal with translating items that do not exist in the Thai context is translation using a loan word or loan word plus explanation, which was found at 5.17%. For example, the English words “daisies and buttercups” are types of flowers that grow in Western regions. Thus, a Thai reader may not know about them because these flowers and the words for them do not exist in Thai. The translator translated by using loan words, which presented the direct name of the item and translated to “ดอกเดซี่กับดอกบัตเตอร์คัพ”. The result also supported Widiyanto (Yanto, 2014) and Angelina, Riadi, and Thennoza (Angelina, 2020) studies that represented the idea of translation using a loan word or loan word plus an explanation as the strategy was used when encountering unfamiliar words from the source language, the translator needs

to modify or categorize the sentence to make the meaning clear or translate into a common word or paraphrase by using related words.

The strategy that omitted the word but still kept the meaning of the translated language is translation by omission at 2.93%. The translator used this strategy to reduce the words use in translation or make the translation more natural in the target language. For example, in “the house passed and nothing terrible happened,” the translator translated this sentence as “แต่หลายชั่วโมงผ่านไปก็ไม่มีอะไรเกิดขึ้น”. The word “terrible” in the Thai language “เลวร้าย” was omitted, but the word didn’t cause any disparity in translation. This result of translation by omission in ‘The Wizard of Oz’ was supported by Wachananan (Wachananan, 2015) and Saputriyani (Saputriyani, 2018), who found that the results gave the idea in translation by omission as there were various types of omission such as the omission of a noun or noun phrase, subject pronouns, objective pronouns, filler words, adjectives, adverbs, prepositional phrases, repeated words, and coordinating conjunctions.

Next is translation by paraphrasing using related words at 2.59%. This strategy was used by changing or rearranging the words or making a new sentence, but kept the range of words to keep the meaning and the idea of the original sentence. For example, the translator did not use a direct translation for the English phrase “With one blow of his paw”, but recreated a new message that used related words as “มันเอาอุ้งเท้าฟาด” to keep the meaning and picture. This finding is also supported by Thappang (Thappang, 2012), who gave the idea of translation by paraphrasing using related words to transfer the meaning which focuses on the target context used so that people in the context could understand the meaning.

The last one was paraphrasing using unrelated words, which was at 0.69%. This strategy was used by changing or rearranging the words or making a new sentence that may help readers to understand the idea or picture better without keeping the range of words. For example, the English sentence “then another crow dies at him, and the Scarecrow twisted its neck also” the translator got rid of this problem by using this strategy to recreate a new sentence “เมื่อมีกาอีกตัวบินเข้ามา หุ่นไล่กา ก็หักคอมันอีก” which changed some of the words to make it easier to understand in the target language.

The result was supported by Treetrapetch, Tipayasuparat, and Webb's (Treetrapetch, 2017) study, which mentioned paraphrasing using unrelated words as a strategy found in hostile and scatological humor. The strategy was also used in common sentences in a manner similar to formal equivalence. However, the translator needed to be aware of translating by literal means to avoid the unnaturalness of language. To make sure that humor, flavor, and emotion from the source language were transferred effectively to readers, paraphrasing using unrelated words is one method the translator could use.

Still, other translation strategies were found in 'The Wizard of Oz'. For example, literal translation showed that, even though the English context and Thai context were different, some words used in daily life activities may match and can be translated directly from the English language to the Thai language, and free translation which translator used when encountering a complex style of writing so a translator was given the priority in translation to make it easier to understand by Thai readers. Krai-on's (Krai-on, 2013) study supported this point by mentioning that the translator may use many techniques, translation strategies, and mixed translation strategies as tools to deal with translation work.

Although Baker's translation strategies may use various types of media, the frequency of each strategy used may vary in terms of individual work. This point was supported by Roekmongkhonwit (Roekmongkhonwit, 2006), Khongbumpen (Khongbumpen, 2008), Mungchomklang (Mungchomalang, 2009), Wachananan (Wachananan, 2015), Amos (Amos, 2020), and Angelina, Riadi, and Thennoza (2020), who studied the results of frequent use of translation strategies and found they were different. Two of the studies' results presented that translation strategies used were translation by omission, which was mostly used, but another study showed that translation by paraphrasing using a related word was mostly used.

For this study, translation by cultural substitution was mostly found, at 57.07%. The result was supported by Krai-on (Krai-on, 2013), Saibua (Saibua, 1999), Pinmanee (Pinmanee, 2006) and Amos (Amos, 2020), who mentioned that translation by cultural substitution means the translator needs to give priority to the target language first to make the reader understand and also kept the tone and beautiful wording that present the

source language cultural context. This may imply that in 'The Wizard of Oz', the English language and the Thai language have their own specific words that can be used to explain, express, and give a clear picture to readers in another context. However, the strategy translation by illustration which was not found in the novel may presented that translation by illustration may use in another type of text.

Summary

The findings of the study illustrated seven of Baker's translation strategies used in the novel 'The Wizard of Oz', which were translation by a more general word, translation by a more neutral/less expressive word, translation by cultural substitution, translation using a loan word or loan word plus explanation, translation by paraphrasing using related words, translation by paraphrasing using unrelated words, and translation by omission. Each of the strategies found were supported by a related study result, which gave the idea of translation strategies used or the suitable situation to use the translation strategies. However, one of Baker's translation strategies, translate by illustration, was not found in this study.

The most frequent translation strategy used was translation by cultural substitution, in which the translator tries to transfer English language text to Thai language text by focusing on the target language or Thai language as the first priority to make readers understand the meaning and pictures or to make the item match with the Thai context by replacing the English word with a specific Thai word or cultural word that Thai people use in daily life.

Implications

This study may provide information concerning the frequency of translation strategies used in the novel "The Wizard of Oz" and the guide of translation strategies used in translating the English language in the novel "The Wizard of Oz" to the Thai language as knowledge.

The frequency of translation strategies used showed that Baker's translation strategies may have supported the novel "The Wizard of Oz" because seven strategies

were found in the novel. If learners or readers looked carefully into the translation in the novel, each strategy was used by the translator to deal with the translation problem in different situations so learners may learn how to use each translation strategy in the individual situation.

The findings also illustrated the translation by cultural substitution which was mostly used in translating. This may give learners or translators a guide when translating a novel from the English language to the Thai language and remind learners or translators to focus on the target language as the priority. To replace a specific item in the source language with a specific target item, learners or translators need to research the source item first, then carefully translated it into the target item to provide a clear picture and understanding to the target readers.

The implications of the study may also be used in the classroom context or the translation classroom. For a teacher, the study may be used as a guide for translation strategies to translate novels, to translate other texts, to deal with the translation problems, and may be used as teaching material. For students or learners, translation strategies may obtain the idea by learning translation in the classroom or encounter with the individual situation.

Recommendations

The study may guide the basic knowledge in translation, the process of translation, and the type of translations, as well as the level of translation and translation problems. However, the categorization and findings of the translation strategies in the study may also be used in other types of media as well.

To provide more knowledge in the translation field, translation skills may be developed further if future studies focus on the issues as follows.

1. Studying translation strategies in the proper name of Peter Newmark (1988), which were found in the literary work. The frequency of translation strategies will be divided from the results of the latest study. Readers, learners, and translators can learn translation strategies to improve their English and Thai translation skills.

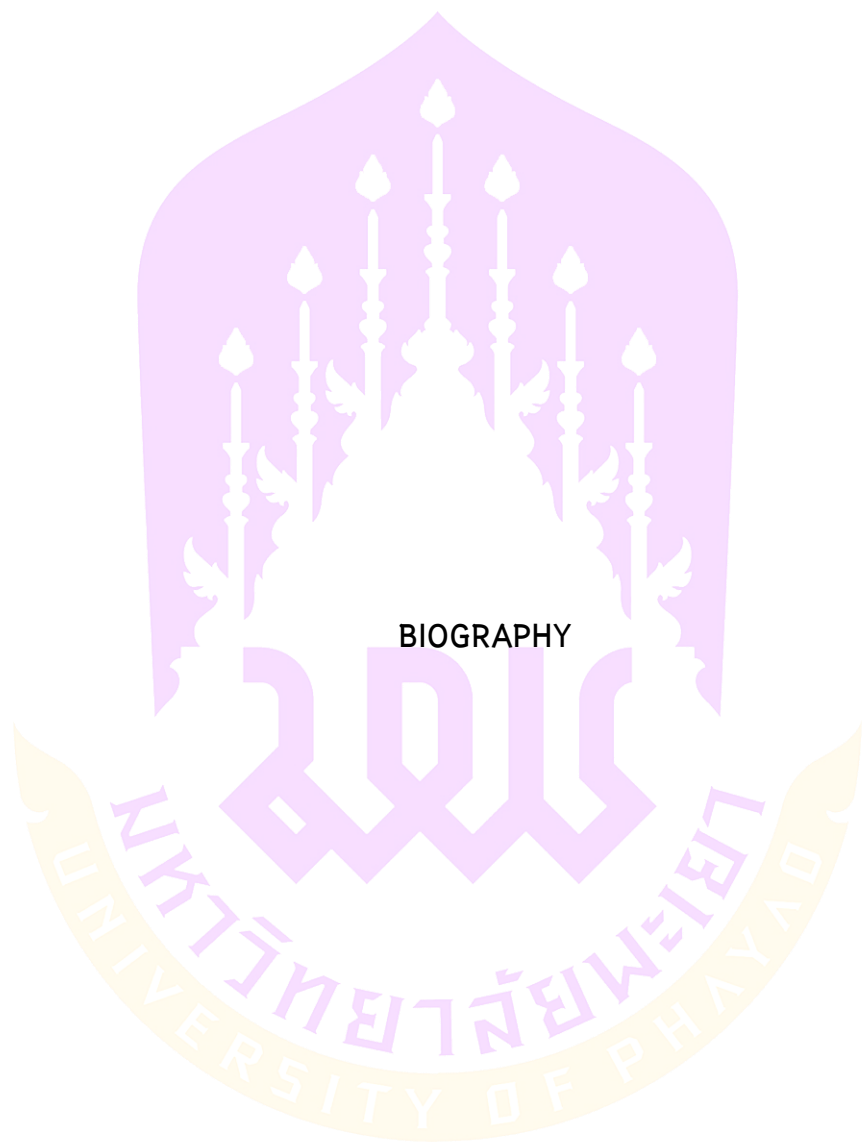
2. Exploring strategies found in translating English in new era media such as movies, animation, e-books, websites, videos on Youtube, and games which use the English language and have translated Thai language options or subtitles. This interest will be beneficial for people learning the English language through entertainment media.



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