

**BAB 4**  
**TEKS SUMBER**

**CHAPTER 3**  
**“It's All Molly's Fault!”**  
**Sibling Issues**

[1] Your expectations for your children's relationships are highly influenced by what you bring to your role as parent. It's what you have packed in that set of Samsonite previously discussed. What did your parents say to you and your brother when you were growing up? How were you punished when you hit your sister or grabbed her toys? Were you forced to share your clothes? Did you share a room? Were you spanked? The template you use for dealing with your children's relationships came with you in your two-suiter.

[2] In retrospect, you are really glad that you had siblings when you were growing up, right? But at the time, every now and again, you probably wished that the little creep would fall off the planet. The rivalrous feelings and uneven nature of sibling relationships are the stuff of family folklore. Everyone has tales to tell.

[3] While single children grow up to be happy, well-functioning adults, there are few people who question the benefits that having siblings brings to a developing child. Sibling relationships provide a ready-made scrimmage for the sport of interacting with others. They offer continual practice for many of the social skills that your child will use when she is out in the real world. Siblings necessarily learn about taking turns and sharing, giving and taking, standing up for themselves, giving in, and compromising. Living with siblings presents regular opportunities to learn to delay gratification and to tolerate frustration, two of the most important lessons young children must learn. In short, living with a sibling introduces, educates, and sensitizes the child to relationships of all kinds.

[4] Every parent longs for a peaceful household where siblings enjoy being together, respect one another and one another's possessions, and play happily together for hours on end. Wake up! There is no such thing. The truth is, all

siblings squabble. In the produce section of the market, where news is spread and conversation happens, you never hear the following: *“My four-year-old and my six-year-old get along just perfectly! They are the best of friends; they never argue, and they always share!”* What you are more likely to hear is: *“My children are driving me crazy. The big one picks on the little one; the little one worships the big one. I just can’t handle it. I can’t believe I actually wanted two children.”*

### [5] Sibling Rivalry

[6] For the first two years of your firstborn’s life, she was the center of your world. Whatever she wanted, she pretty much got, right then and there. No one else was there with needs to be met. Then the second baby arrived. Wow, was Number One in for a surprise!

[7] Sibling rivalry can begin the moment the second child comes home from the hospital. Sometimes you won't see evidence of it until the younger child begins to encroach on the first child's life, reaching, then crawling, and then walking into her space.

[8] Sibling rivalry is natural and inevitable. In fact, it is just so normal that perhaps it needs a different name. There is something about the expression “sibling rivalry” that implies that it shouldn't be happening ... if only you the “right thing.” While there certainly are things you can do to encourage positive sibling relationships, the bickering, fighting, and competition are just part of what happens among siblings. When you choose to have more than one child, you have entered the zone of “sibling shenanigans.” It encompasses the good, the bad, the ugly, and the fabulously unforgettable.

[9] At the core of most sibling issues is every child’s normal and natural desire to have her parents all to herself. Even if the second child arrives when the first is still “too young to know better,” even if both parents work outside the home and the child is accustomed to being with a caregiver full-time, the parent is still the treasure, and the child still wishes to have her all to herself. Learning to share their parents is not unlike any of the other kinds of sharing that children need to learn,

but the stakes are higher. Once the child sees that she has to share her most precious possessions—her mommy and daddy—the shenanigans spring forth.

[10] Couple this desire to have Mommy and Daddy all for herself with child's still-immature ability to delay gratification, and there is trouble brewing. *“I want my Mommy, and I want her NOW!”*

[11] Sibling issues are fueled by other aspects of your child's development as well as forces of life and nature. One of these is the child's very basic fear that there will not be enough. Your egocentric little one just looks out for herself. She wants what she wants, when she wants it and, she wants all of it. She is just learning to recognize that other children have needs and wants too. And when she understands that other children might have wants too, her needs become even more immediate. Her priority is getting herself filled up, getting enough.

[12] Watch preschool children at a Play-Doh table. One child sits down and grabs all four balls of Play-Doh. She wants it all for herself. A second child comes to the table, and the first makes absolutely no attempt to share. If she has to give up even a tiny bit, it's a huge sacrifice. You would think you had asked her to give up one of her hands for her friend. Among siblings, the child's having enough usually means that she has more than her sibling.

[13] Another factor that can lead to sibling shenanigans is every child's basic preference for receiving over giving. The joy that comes from giving and from sharing comes with age and experience. It is a grown-up pleasure, one that needs to develop over time, alongside her ability to empathize. To expect that a child will feel pleasure watching her baby brother receive a gift is simply not reasonable. She wants all those gifts for herself ... even if she doesn't *want* them!

[14] To happily give up something that she loves so her sibling can have a turn is, well, a ridiculous thought. That doesn't mean, however, that you should stop encouraging sharing and caring; it means that it is well within the range of normal for the child to balk and resort to some form of sibling shenanigans in retaliation.

### [15] Dealing with Sibling Fighting

[16] There are four things you must understand in order to successfully to deal with your children's fighting.

#### [17] 1. Life is not fair!

I think that you already know this, but you are still trying to make it fair. Understand that nothing you can do will make it that way, not in the eyes of your children, anyway. Remember, your child wants enough of the good stuff, and that isn't always possible. So she sees life as being not fair.

[18] It is incumbent upon you, the parent, to *try* to make things fair. Your children need to see you exert the effort. Leading your children to believe that life is fair by working overtime to make it so, however, will certainly not prepare them for reality. Fair doesn't mean that things will work out the way you or your children want them to.

[19] The problem comes when you, the parent, equate fairness with equality. Very often being fair means that things are not equal for your children. For example, one of your children needs shoes, and so you buy them for her. Your other child complains, "*That's not fair! I want shoes too.*" You know that you will buy your second child shoes when he needs them. That is being fair, but it is not being equal at that moment.

#### [20] 2. Your children have different parents.

You are a different parent to each of your children, and your spouse is too. There are reasons for this truth. Your firstborn is your "practice child," and everything you did was the first time with her. You are an old pro by the time you have the next child and are a very different parent by virtue of experience.

[21] In addition, each of your children has a different temperament, and you respond and relate to each based on who she is. In fact, you are a different parent to each child because each needs you to be so. You have different children, so you treat them differently.

**[22] 3. In every family there is a “rotating pill.”**

In every family in which there is more than one child, someone is always being a “pill.” This reality certainly isn't written anywhere, but it sure is true. At any given time, one child is more demanding, needier, or going through a difficult stage. That child is in the “pill position,” otherwise known as the “rotating pill.” The amazing thing is that almost never do you have two children in the pill position at the same time, unless both are ill. When one child is in the pill position, the other one is a perfect angel: *“Look at me, Mommy, I am being good.”* Expect that at some point, each of your children will have a turn in the pill position.

**[23] 4. It will all come out in the wash.**

This was one of my mother's expressions. I offer it as reassurance that, in the end, each of your children will get as much of you as she needs. The attention, time, and love that you give each of your children on any given day will vary. The child in the pill position will need and get more. If you were to keep a tally sheet, you would see that, in the end, there is some kind of equality, if there are no outstanding problems or issues.

[24] So, why do siblings fight? The simplest answer to this question is also the most obvious. Siblings fight because they can ... and they will! They'll fight over possessions, territory, and out of boredom, or because it's a habit. They may even find it empowering to squabble. The closer in age they are, the more they'll fight. There will also be some sharing, laughter, and great times, of course. Those aren't the times that drive you nuts. It's all that bickering!

**[25] Tips and Scripts for Dealing with Sibling Fights**

[26] Each family will have different feelings and a varied tolerance for sibling fighting, based in part on what is in their luggage. But a clear policy about no hurting is crucial; children need to feel protected. Children younger than three will

be challenged by that rule and will need help not only with their impulse control but also with expressing their powerful feelings acceptably.

**[27] Use a timer; it's magic!** Since many of young children's fights are over property and territory, and since the young child's ability to share is underdeveloped, a kitchen timer may be useful, especially when the young children are close in age. In the eyes of the child, the timer is fair, insuring that each child gets a turn. This also relieves you of the job of deciding whose turn it is. Explain: "*When the bell rings (or when the sand on the top runs out), it will be Ruthy's turn to use the eggbeater. And then, Robert, it will be your turn again. And then Ruthy's, and then yours. We will set the timer for every turn.*"

[28] At first, the children's attention will be on the timer, watching and waiting for the turn to be up. Since it was the timer and not you who said it was the other child's turn, giving up the toy is usually easier. Then you can quickly reset the timer for the next turn. Make sure the timer is set for a very short period of time, just a minute at the most, at first. The toy or item of interest needs to change hands several times in order for each child to grasp the concept that she will get another turn soon.

**[29] Unless there is blood, butt out!** When both children are older than three, stay out of their fights. Left to their own devices, getting no attention for their fights, siblings will find a way to coexist, and that will likely include fighting now and then. Of course, I do not believe that real physical fighting should be tolerated. When you hear one of your children scream, *wait* before you run in. Do not call out anyone's name. (If it is an emergency, you will know it after a second or two, but let those few seconds pass.) Your children might actually work out whatever is going on. After the initial pause, you may state: "*I hope everything is okay in there.*"

[30] If it isn't, you will certainly hear about it, but do not invite an explanation or tattling. By making this statement, you are letting your children know that you are close by, but you are not jumping in to solve their problem.

[31] If you see that someone is hurt, help her first, as needed. In so doing you model what is most important to you: physical safety. Attend just to her hurt, ignoring the tattling and complaining. Say: *“Let’s get some ice for your boo-boo.”* Or, *“Do you need a Band-Aid?”*

[32] Make no comment about what has happened or what one child did or didn't do. Do not give attention to the aggressor. She may not be child who is at fault. Remember, it is likely that you do not know the whole story; you only heard the ending.

[33] Because it is almost never clear what really happened in physical fights, it may be best to separate the children. Tell them: *“I don’t know what happened, and I do not want to know. I do know that we have a no-hurting rule in this family. The rule was broken, so now you may not be together. Hilary, you go in your room, and Phoebe, you go in your room. You both need to cool off. I will let you know when five minutes are up and you can try again to be together without hurting.”* Ignore all protests.

[34] There are occasions when one sibling completely unprovoked, is dangerously aggressive with the other. It may be the result of an issue that the sibling is having that has absolutely nothing to do with the other child. In this rare case, the aggressor must be separated. Tell her: *“I do not know what happened. I do know that we have a firm rule of no hurting, and you have just broken that rule. You have lost the privilege of being with your sister. Cool off in your room for a while. You can come out when you think you can follow our rule.”*

[35] Leave it in the aggressor's court about when she comes out from her cooling off, even if it is only one minute later. She is the one who has to be responsible for her actions, not you. *“You may come out when you think you are ready to be with your sister without hurting.”* If it happens again, then you will determine the length of her stay.

[36] Take pains not to pay any attention to the victim, unless there is real physical damage that needs attention. Now it is only about the unacceptable behavior of the aggressor. By sympathizing with the victim, you are behaving like a judge, and while you will not tolerate hurting, you do not take sides.

Neither the victim nor the aggressor must see that the victim is “getting you.” Such a response will merely perpetuate the effectiveness of fighting as a way to hook you in.

[37] If a child is repeatedly unable to curb his physical fighting, it is a good idea to seek help from a mental health professional. This behavior is now beyond the bounds of typical sibling shenanigans.

**[38] Do not single out one child.** Resist the urge to call out one child’s name (and that’s usually the older child, isn’t it?). If you are unable to stop yourself, then you may say: *“I hope you are able to work out your problem in there.”* Such a comment lets your children know that you are aware that something is up and that you expect them to work out the problem without your showing favoritism or labeling one offspring the aggressor or “bad child” and the victim the “good child.”

**[39] Teach conflict resolution ... (but it may not work!).** Knowing how to compromise is not a skill with which children are born. Children need to be taught how to resolve a problem so that both children are satisfied and no one feels like the loser. Conflict resolution techniques only work when both children are able to articulate their story and their feelings.

[40] The lesson starts with your nonjudgmental, calm involvement using only one word: *“Stop!”* or *“Wait!”* and getting between the children. Put them in different chairs across a table or on opposite ends of the couch, if necessary. Each should have her own space.

[41] Make no comment on what you think happened. One child's needs cannot be put above another's. Both children must be acknowledged. One at a time, turn to each child and say, *“Tell me what happened.”* Insist that each wait while the other talks.

[42] Then repeat what you have heard. *“Amanda says that she was playing with her whirligig and you took it from her. Is that correct,*



*Amanda? And Matthew says that the whirligig was on the floor and he picked it up to use it. Is that correct, Matthew?"*

[43] Wait for the responses and corrections, repeat them, and then ask, *"What should we do about this problem?"*

[44] Remember that conflict resolution takes time and patience. The children need to know that you have all the time in the world, that you will wait until they come to some agreement. Usually each child just wants to win; neither really cares about the whirligig at all. The fight has been about getting your attention, but you did not take sides. More than likely, the fight will fizzle out; one child or the other gets bored or is ready to move on when the thrill is gone.

[45] Even if you have taken the time to repeatedly teach conflict resolution, one or both of your children may not be able to use those skills in a given situation. One may be too tired, the other may be too hungry, or both may be spent. After all, they are at home, the very place where they can let it all hang out.

[46] If you have two tenacious children, you may have to wait it out, even suggest a possible solution if no one seems to be coming up with one. *"Shall we use the timer, so each of you gets a turn with the whirligig?"* Of course, in the service of fueling the fight, someone might now bicker about who gets the first turn. You can draw straws, you can pick a number, or you might just make the call. The children have learned two things. The first is a compromise technique. The second lesson is that there isn't a payoff to Mommy or Daddy getting involved. It takes time, it's kind of boring, and there is not much attention to be gained.

[47] **Send each child to a different room.** While your first reaction to fighting should always be to ignore, ignore, ignore, if it gets to the point where you absolutely cannot tolerate the bickering, you can send each child to her separate bedroom or to any two different rooms for a cooling-off period. This is not a time-out or a punishment. The message is that there needs to be a

break in the action, a cooling-off period. Tell them: *“I don’t know what is going on, and I don’t want to know, but clearly you both need to cool off. Jason, you need to take five minutes in the den, and Hannah, you need to take five minutes in the laundry room. I will let you know when the five minutes are up.”*

**[48] Send both children to the same room.** Once again, your first response is to ignore, ignore, ignore, so your children will learn that there is no payoff to their fighting; it is their job to solve their conflicts. But if you cannot take it, in the service of putting the ball solidly in their court, another option is to send them away together to work it out: *“I don’t know what is going on, and I don’t want to know, but your bickering is driving me nuts. Both of you go into that (a small room that is neutral) and work it out. You may come out when you are done.”* I give them less than a minute.

**[49] As a last resort, remove the object of the fight.** Only as a last resort, and only if all else has failed, you may need to remove the toy over which the children are fighting. Say: *“I am going to remove this train until you can solve this problem so that you are both happy.”* It is crucial that you not act angry or fed up when you step in and remove the toy. You are looking for a solution, not a punishment.

**[50] Give yourself a time-out.** In case you haven't clearly gotten the message, the best response to fighting is to ignore it. However, if that is just impossible, another option is to remove yourself from the scene. Say: *“I don’t know what is going on, and I don’t want to know, but I can’t take the noise of the bickering. I am going into my room alone where it is quieter.”*

[51] I can guarantee that as soon as you have closed and secured your door, you will hear frantic footsteps down the hall. *“Let us in, Mommy. We’re done. Let us in.”* This is the point at which you open the door and come out, as if nothing has happened. No finger wagging, no tongue-lashings about getting along and not fighting. It is done. Go back to what you were doing.

## [52] Car Fighting

[53] The close quarters of a car magnify sibling fights to the point of driving any parent nuts. Since you probably don't have a chauffeur screen in your car—the kind that separates the limo driver's seat from the passengers in the back—chances are at some point your children's shenanigans in the backseat will be a call to arms. Of course, the best thing to do is ignore it; it will stop eventually. But that's really hard, I know.

## [54] Tips and Scripts for Handling Car Fights

[55] **Be consistent in your reaction to car bickering.** Each of us has a different tolerance level for car fighting. Regardless of what yours is, you must be consistent about it, and you must make your children aware of it. Tell them: *“If you two fight that is none of my business. But you may not be so loud in your fights that you distract me from driving safely.”*

[56] Do not let it go one day and jump down the children's throat the next. If you are having a particularly bad day and cannot tolerate even a small amount of typical car fighting, let your children know in advance: *“I have a huge headache today and I will not be able to stand any fighting at all. I need you to cooperate and control yourselves in the car. This is your fair warning.”* If you say it like you mean it, they will get the message and comply.

[57] **When the fighting hits your limit, you must react.** Pull your car over to the side of the road. Stop the engine, turn around, and say, *“I cannot drive safely with the noise and distraction from your fighting. Do you think you can stop?”* Wait for a response. If you get an obligatory but insincere yes, and you see that the fighting seems to be on the verge of continuing you may add: *“I will wait until you are going to stop.”*

[58] Then pull out your book, rummage through your purse, but do not move, look back, or pay any attention to the fighters. When the fight appears

to have genuinely stopped, get going again. If it continues, pull over to the side of the road again. Stop the car, get out, close your door. Go to the rear passenger door, open it, and say: *“I will not drive anywhere while this loud fighting is going on. I am going to wait until you are done.”*

[59] Then stand by the side of the road, not looking at your children at all. Turn your back on the car. Breathe. Go through your wallet ... anything. When it seems that things have calmed down, get back in the car and continue. Regardless of how late this action will make you, follow through. It gives your children a very clear message about what is and isn't acceptable in your car.

**[60] Work hard not to appear angry.** If you let your exasperation show, you will take the car fighting to a different level. Children may not fight in the car because it is the rule, it isn't safe, and it is within their control. Do not pollute the message by making it be about pleasing you.

#### **[61] Tips and Scripts for Avoiding Sibling Fights**

[62] While fighting among siblings is to be expected, there are a number of things you can do to minimize them.

**[63] Allow children to own their own toys.** When children feel a sense of ownership, they are usually much more willing to share what they have. Give each child a bin for her toys and allow her to control these items. Label all toys. (I can hear you groaning, but do it! Use initials or color coding.) Make it clear that each bin is off limits to the other child. The child will be less threatened by the presence of the sibling when she knows that her things are hers.

**[64] Give each child her own space.** In the same way that each child deserves to own her own things, each child needs to have her own space in your home. Just like adults, children like to “nest.” Even if you live in a tiny house and three children share a room, there is still a way to identity each

child's space. Designate separate drawers for each child. Divide up the closet by hanging cloth or ribbons from a hanger to show that the hanging space beyond that point belongs to a certain child. Sometimes an older child who shares a bedroom needs a small desk in the corner of your office, just for her. Having her very own place emphasizes and reinforces a child's sense of being an individual.

**[65] Do not force children to share.** It is unreasonable to expect a child under the age of three to share, and it may be hard for four-, five-, and six-year-olds as well. Genuine sharing comes from the heart, and it takes a long time to cultivate. Insisting that a child share causes the child to hold on more tightly to the desired object and often creates resentment, which can lead to that dreaded bickering. Try saying: *“That flashlight belongs to Mimi, and you need to give it back to her. Then we will ask her if you can have a turn. I think she might let you try it out for a quick minute.”* You may need to help her give it back, replacing it with something else.

[66] In saying this, you are not only confirming Mimi's rightful ownership, but you are also reassuring Mimi that Melissa won't have her flashlight for very long. Then you turn to Mimi and ask, *“Mimi, can Melissa have a short turn with your flashlight?”* My guess is that Mimi will say yes. Melissa will have her turn and Mimi will quickly grab it right back. That's okay. At least she gave her a turn. And if she says no, you can say: *“It looks like Mimi doesn't feel like sharing right now. Maybe later she will. Let's go see what else you and I can find to play with.”* You have validated Mimi, you are supporting Melissa, and you are avoiding an explosion.

**[67] Be an advocate for the older child.** Even though I am a middle child. I am a strong supporter of the oldest child. Sometimes she really needs to be protected from the younger one, the marauder. This poor girl has had to cut up her portion of her favorite thing—you!—time and time again. And each time, her share of the Mommy and Daddy booty gets smaller. Support your oldest child by being her advocate.

**[68] 1. Allow the oldest child privileges that the younger ones don't have.** In most families, the oldest child has more responsibilities than the others because she can handle them; allow her plenty of privileges to offset all those responsibilities.

**[69] 2. Never say “You are older, you should know better.”** While the older child usually does know better, it discounts her feelings. At the same time, it will surely take the thrill out of being the oldest and cause resentment toward the younger one.

**[70] 3. Never defend the little one by saying, “He's just a baby, he couldn't help it. He didn't know any better.”** This comment, while it may be true, puts you in the position of siding with little Jack and not understanding the older child. You would get a whole lot more mileage out of saying, “Look what Jack did. I sure wish he would get bigger and learn to be careful of your special buildings.”

**[71] 4. Help her to protect her things from the littler ones.** Provide a high shelf for storage, or suggest and provide a high table on which to work, since it is not possible to get the little one to keep his hands off anything he can reach.

**[72] 5. Do not insist that the older child include or play with the younger one all the time.** Doing so can cause resentment and impede their developing a spontaneous and pleasant relationship. Let the children play together on their terms, not on yours.

**[73] 6. Teach the older sibling to remove herself when the little one is bothering her, rather than run to you for help.** She can say, “I don't want to play with you when you bother me,” and go to her room and close the door, if necessary. What the younger child wants most is the attention of his older sibling.

**[74] 7. Empower the older sibling to take control of her own privacy in “legal” ways.** Help her to make a sign for her door that says KEEP OUT on one side, and COME IN on the other. A drawing of a traffic light with the red colored in on one side and the green on

the other works for the child who is not yet a reader. The older sibling will feel powerful and protected.

**[75] 8. Identify and acknowledge how hard it can be to have a younger sibling.** *“Little brothers sure can be a bother sometimes, can’t they?”*

**[76] Give children enough time alone with you.** Try to spend separate time with each child every week. In a perfect world, I would recommend you do this every day, but you and I know that is just not possible. Giving the child the attention she craves and deserves will go a long way toward calming sibling battles for your attention. Separate, or “Special Time,” does not necessarily mean going out, spending money, or having a field trip. In fact, it is more effective if spent in the home. The idea is that you are choosing to spend time with your child over everything else—the phone, the laundry, the dinner preparations, the computer, and especially the other children. Do something that your child values. Sit on the floor of her room, even if she isn't. That position makes you more available. Ask her what she wants to do. If she doesn't know, suggest: *“I want to do whatever you want to do, because I just want to be with you and no one else.”*

[77] Just a chat is good enough! Twenty minutes is sufficient. The message is clear: *I want to be with you, and nothing else is that important right now.*

**[78] Avoid comparisons like the plague.** While comparisons in families with more than one child are inevitable, they are poisonous. If you must make them, do it out of earshot of your children. Negative comparisons leave a child feeling that in your mind, she is somehow inferior to her sibling. While parents feel that a negative comparison might motivate the child, it usually backfires, causing resentment toward the child to whom she has been compared. Positive comparisons can be just as bad. Holding one child up to the other only makes her feel that her position is tenuous and that, when the other child rises to her level, they will have switched places.

**[79] Offer praise to each child when praise is due.** Don't feel as if you have to praise them both in the same breath. You may compliment one child on the way she has controlled her body at the dinner table, and the other one pipes up with, "*What about me?*" You say, "*Right now I am just talking about Shelby.*" (For a discussion about praise, see chapter 1, page 15.)

**[80] Allow your children to have separate relationships outside of the family and at home.** Each child deserves to have the run of the playroom and toys sometimes without having to include the sibling. You can say: "*I am going to make sure that you and Mandy can play by yourselves when she comes to play. I will watch little Davey, and I will not let him bother you. But I would like you to include him for a little while. Would you like to do that at the beginning or at the end of the playdate?*" Then you need to keep your word and occupy little Davey. Likewise, when one sibling is invited to a birthday party or a playdate at someone else's house, do not drag your other child along.

**[81] Take children out separately as well as together.** In most families, the older child has a pretty busy schedule, and the younger ones either get dragged along or left at home. Each of your children deserves to have an experience with you outside of the home without the other children. This is easy to do with the firstborn, but most families cringe at the idea of taking out the younger one and leaving the older sibling, home. Your oldest child needs to learn that, just as you take her to karate alone, so you take her brother to Music and Mush all by himself. It's a hard but important lesson and will go a long way toward helping your children see that each is valued and gets some of you, the treasured booty.

**[82] Allow your children to be angry at one another.** Allowing your children to be enemies also gives them permission to be friends. Siblings getting angry at one another is a big part of growing up in a family. It only becomes a problem when parents don't allow normal anger to surface, run its



curse, and dissipate. Anger that has not been expressed causes resentment. Sometimes allowing the child to be angry enables her to get over it. Honoring and validating her feelings often helps to diffuse them. When your children are angry at one another, acknowledge it but don't try to make it go away. Say: *"You are really angry at your brother. You didn't like it when he spoiled your game. That was lousy. After a while, maybe you won't feel so angry."*

[83] It is a mistake to insist that your siblings "kiss and make up." In order to get along, siblings need to experience being together during all kinds of weather, good times and bad, angry feelings and happy.

[84] Do not force your children to apologize to one another. In so doing you are, actually, teaching them to lie. Most times the child is not at all sorry. She is glad she hit her brother. It would be more effective if you insisted that the aggressor find a way to demonstrate her apology, rather than falsely stating it. Say to the older child who has transgressed: *"You need to find a way to help your brother to feel better. You can bring him his blankie or you could sit and look at a book with him."*

[85] Say to a younger child who has caused the problem: *"You need to help your sister to fix her picture. You can bring her a new piece of paper or help her to put the caps on her pens."*

[86] In so doing, the child is not losing face but is learning the lesson of helping to repair the damage she may have done.

**[87] Catch your children getting along.** When you notice your children treating one another kindly, let them know how terrific you think it is. Then take it a step further. Chances are your children have heard you on the phone sharing your frustration about their fighting. Do an about-face and make sure your children hear you bragging about how well they get along.

**[88] Share stories about you and your siblings when you were growing up.** Children love to hear stories about their parents, especially ones that demonstrate that you've felt the same things they feel—the hurt and rage at being picked on by an older sibling, the annoyance of having a baby sibling

who was a pain. Sharing how you felt about these experiences helps your child to know that her feelings are understood, and that she is not alone.

### [89] Tattling

[90] No one likes a tattletale. They are perceived as weak and wimpy by their peers, they are annoying to their parents. The funny thing is that though tattling is easy to stop, parents are the ones who perpetuate the behavior.

[91] Children love to tattle because it works: you are once again hooked in as the person who solves the problems. The responsibility of working it out is no longer with the child.

[92] There is a good reason why tattling usually begins around the age of four. This is when the child's conscience begins to develop. It is also when children really grasp the idea of rules and have a strong interest in who follows them and who doesn't. So sometimes when a child tattles, she is checking out the rules. "*Simon took more than two crackers*" is really Julia's way of saying, "*I followed the rule; I took only two crackers.*"

[93] Sometimes tattling is the child's way of confirming the rule. "*Simon is going outside without his shoes on.*" There should actually be a question mark at the end of that tattle, because she is really asking, "*Is it okay for us to go outside without our shoes on?*"

[94] Of course, among siblings, tattling can easily be a way of getting a brother in trouble or making the tattler look good by comparison, thereby gaining points with the parent. You remember that trick, don't you?

[95] Tattling works in multiple ways at once. When Julia says, "*Simon ate a piece of Halloween candy and you told us we had to wait until after dinner,*" she is reminding herself of the rule. In addition, she is letting you know she is following it; she is checking to make sure the rule still applies and to see if you are being consistent; she is getting her brother in trouble; and, best of all, she is hooking you in. Tattling can be powerful stuff. It's no wonder that children do it!

## [96] Tips and Scripts for Eliminating Tattling

[97] **Make the decision not to accept tattling.** This sounds much easier to do than it is. You have been receiving your children's tattling for a long time. It is a habit for them and for you. You don't even stop to think about it. It happens and you automatically respond. Ending tattling has everything to do with your decision not to receive it.

[98] **State the rule: There is no tattling.** Tell your kids: "*In this family there is no tattling. I only want to know if there is danger, an emergency, or something is very wrong.*" Then you offer an example or two. "*If your baby brother puts a small toy in his mouth, if someone is badly hurt, if the toilet bowl is overflowing, then I want you to tell me about it. These are emergency.*"

[99] **Know that it will take time for the children to learn the difference between reporting (because of danger) and tattling.** As your child adjusts to the new system, you may need to point this out to her: "*That is not something I need to know,*" delivered without reprimand or anger, is a clear message.

[100] **Do not reprimand for tattling.** Remember, your child is just learning a new system. Reprimanding her for tattling will not teach her, it will make her feel bad. The point of the lesson is not to tattle, and the reprimand will shift the focus from not tattling to not making Mommy or Daddy angry.

[101] **Respond to tattling with one word.** The absolutely most effective response to tattling is the following, stated blandly and very matter-of-factly: "*Oh.*" This response tells the child you have heard her and you are not responding. Take pains with your tone in answering. There is no question mark at the end—"*Oh?*"—because that implies that you are asking to hear more. And there is no exclamation mark (punctuated with raised eyebrow),

“*Oh!*” because that offers a judgment. You must not absorb any of what your child has said.

[102] **Be consistent.** Not responding is difficult because it is easy to let down your guard and fall back on your old habit of solving your children’s issues.

[103] **Follow up later.** You may need to follow up on something about which your child has tattled. But since you are working on not responding to tattling, it must be done later. A good deal of time later, you might want to say: “*You are correct, Julia. It is never okay to go outside without shoes on. You do know our rule.*” Here, the emphasis is on Julia and not on her rule-breaking-brother, Simon.

#### [104] **Tips for Encouraging Close Sibling Relationships**

[105] The greatest antidote to sibling shenanigans is to create a solid family base.

[106] **Create regular opportunities for just your family to be together.**

While it may be more fun for you to go on outings and vacations with another family, it is not always in the best interest of your family. When you go somewhere only with your family, your children are left with just one another. It is amazing how well the children will get along if there is no one else with whom to play. You will also be creating family memories of great times (because who fights in Hawaii or at Disneyland?) together as a family. Even today, all three of my adult children will tell you that their favorite memory and still their favorite thing to do is to go on a family vacation. There is just nothing like it!

[107] **Create family rituals.** Family rituals also make unforgettable family memories, from Thursday Game Night and Sunday Morning Bagels to rainy day movies and making snowmen after the first snow. My family used to pile in the car in our pajamas every Christmas Eve and

comb the city for the best Christmas lights. This ritual lasted until our children went off to college!

**[108] Allow your children to have secrets together, behind your back.**

Sometimes, for the sake of building their relationship, you need to turn your back and allow the kids to break the rules together. Partners in crime are, after all, partners. A client of mine tells the wonderful story about her three children who stole gum out of her purse, right behind her back, as she sat on the stairs. She knew full well what was happening, but she also knew what fun the children were having, so she pretended not to know as she heard them giggling and sneaking around. Imagine the memory those children have of the time they got away with stealing the gum out of Mommy's purse.

#### CHAPTER 4

#### “How Many Bites ‘Til I Can Get Dessert?”

#### Children's Eating Habits and Behaviors

[109] For most of us, food is about a whole lot more than nutrition. Food and eating issues are packed away in one of the pieces of luggage you are hauling around from your upbringing. Inside are echoes of your parents begging you to eat, forcing you to eat, not letting you leave the table until your plate is clean, or bribing you with dessert. There are scenes from your childhood dinner table, admonishments about putting your napkin on your lap and not burping out loud, squabbles about who gets to sit in the “good chair,” and warnings about having to stay seated until everyone is finished.

[110] Then there is the misguided notion that your skill as a parent is confirmed by the foods your child consumes. Somehow you think that if the child eats three somewhat square meals a day, including a small representative from each of the five food groups, then you are a good parent. *One baby tree of broccoli? Hey, it's green, he ate it, and I am scoring big in my mom job.*

[111] Each of us has food associations. Eating certain foods reminds us of specific people (Grandma's chicken soup), events (hot dogs with pickle relish on Fourth of July), and holidays (what's Christmas without fruitcake?). And while your child might rather eat worms than try lima beans now, later on he may eat them because they remind him so fondly of what you made every Sunday night. My friend Ralph tells me that he absolutely hated okra as a child and wouldn't be found dead eating it. But okra was a part of the Sephardic culture in which he was raised. Now he loves it and begs his wife to make it. It reminds Ralph, now eighty years old, of his childhood. You just never know what kind of an eater your child will be when he is an adult. At some point he will take risks and eat food he previously never even smelled.

[112] In truth, most parents don't really have a clue about what is reasonable for a child to eat or how he should behave at the dinner table at each age. Food, love, and control seem to be inextricably connected. It's really tough to view each as separate and exclusive from the others.

### [113] Food and Control

[114] With young children you can call it control or you can call it a *power struggle*. At this age, they are the same thing, often manifesting in the same way. At the root of a child's thrust toward growing up is growing away. From the earliest signs of movement, the child begins to move away from you, crawling off to explore uncharted territory.

[115] John Bowlby, the renowned British psychologist who gave us "attachment theory," likened the child's movement away from the parent to the petals of a daisy. You are the yellow part in the center, and the child's path away from you traces the lines of the white petals: away and back to check in. Away and back to check in. As the child grows, the petals get longer, as the child takes bigger risks, moving farther away from you: *I am figuring out who I am. I am moving away from you, but I always keep you in sight.*

[116] One of the growing child's greatest tasks is learning to be separate from you, both physically and emotionally. It is what becoming an individual is all

about. Separateness is something that evolves one baby step at a time, built on repeated, successful experiences of practicing one's growing autonomy. This effort goes on and on and on, from toddlerhood all the way to the child leaving for college, and even beyond for some adult children these days.

[117] In the growing years, a big part of that practice at being an individual comes in the form of needing control and power. And boy, does it ever come! It's not fun. For a preschool-age child, one of the biggest ways to exhibit his power is to show his particular—and I mean very particular—desires. They fall into four general areas: eating, sleeping, talking, and eliminating. In fact, even older children who have “control issues” usually exhibit them in one of these areas. Notice that these are all activities where one person absolutely cannot control another person. Think about it—you cannot force another person to eat. You can put the food in his mouth, but you sure can't make him swallow. When you are four years old, there aren't a whole lot of areas where you can dig in your heels and insist on having it your way, but food is one of them!

[118] Food is also a way for your child to engage you. Your child craves your attention in any form he can get—negative attention, positive attention, it's all attention. The food wars will certainly attract that.

[119] So remember, in discussing the stuff that kids will or won't put in their mouths, often it isn't about food. It's about control and about getting your attention. Hear this: Don't fight about food! Don't even go there. You are not going to win.

### **[120] The Food They Eat, aka Nutrition**

[121] One of your goals as a parent is to help your child to develop a healthy relationship with food. It is a worthy goal, one that is influenced not only by your childhood experiences but also by your own tastes and ideas about food.

[122] The nutritional needs of young children, who grow in ways that are predictable and distinctive from adults, are different from those of adults. Experts worry most about children getting the amount of iron and calcium their growing

bodies need. But getting a child to eat just what she needs is no small task, nutritional requirements aside.

[123] Although picky eaters drive most parents wild (see page 72 for more about Picky Eaters), being a picky eater does not put a child at risk for overall nutritional deficiencies. While these children might take in fewer nutrients than more adventurous eaters, their nutritional needs somehow get met, except in extreme cases.

[124] The one thing that I can tell you for sure is that most toddlers enter toddlerhood (at twelve to fifteen months) eating a wider variety of food than they will eat when they leave toddlerhood (around three and a half years old). In fact, it is amazing how most American preschool-age children subsist on some version of the “Orange Diet”: macaroni and cheese, pizza, grilled cheese, plain pasta with chicken nuggets, Cheezits (or Cheetos or Goldfish), and carrots, the lone vegetable!

[125] When I was a preschool teacher, preparing each day’s snack was always one of the morning activities in which the children could participate. How funny it was that the child whose mother claimed she “*didn’t eat anything*” was always the first at the cooking table, helping to prepare raw cabbage, green peppers, celery, cucumbers, zucchini, and so on. She then gobbled up those veggies and begged for more, even the purple cabbage! The fact that children often will eat various foods in different environments or when they are with different people certainly speaks to the reality that issues about food are often not about food.

[126] Lack of knowledge and unrealistic expectations often contribute to a parent’s frustration in trying to get their child to eat. Somewhere along the line, most parents have come to believe that in order to be healthy, children need to sample each of the five food groups every day. Sound the buzzer, please: this is false. What is important is that you look at the nutritional picture over the course of a few days or even weeks. A much more reasonable view, according to Pam Siegel, nutritionist and family therapist, is that children ought to eat a variety of foods, perhaps including a sampling from each of the five food groups, over a seventy-two-hour period. So, relax. If Robbie ate some salad two days ago, he is still good to go for veggies.



[127] One of my favorite ways to reassure parents is to tell them about my son, Lucas. Now there was a picky eater. Today Lucas is a healthy, strapping man. But when he was growing up, he would not eat anything green, and I mean *anything*. The greenest thing that passed between his lips was lime yoghurt. So much for green vegetables every day.

[128] Young children also don't have adults' sense of timing about food. Tuna salad tastes just as good in the morning as it does at noon. Scrambled eggs are just fine at night. They learn food timing from daily life. It's a mistake to limit breakfast, lunch, and dinner foods to those times of day. If your children had more choices about what they could eat at various times, there might be fewer battles about food.

[129] Children can be very fickle in their tastes. Food that was previously adored can be violently rejected almost overnight. One day your child looks at his lunch and screams, "*I hate peanut butter!*" to the same peanut butter and jelly sandwich on white bread with the crusts cut off that he has eaten every single day for the last six months. And that about-face is usually for a reason about which you have no idea ... nor does he. One day your three-year-old loves pickles, liverwurst, curry, and calamari; the next day he won't touch any of them.

[130] On the opposite end of the spectrum, children can be bingers too. They discover something that they like and they want it every day, maybe even every meal. They don't seem to tire of it. The amount of food that children eat can also vary tremendously. One day a child can put away as much food as a sumo wrestler. The next day he may have no appetite at all, and it isn't because he is full from the previous day. Often before a growth spurt, your child will eat voluminous amounts. He is ravenous and asks for food all day long. Then abruptly, his appetite falls off. Fatigue and sleep levels affect appetite too. Tired children are hungry children. At a loss to know what ails them, children will go for whatever they imagine will soothe them. Mood, as we all know, can affect appetite. Physical health will too.

[131] Remember when your mother used to say, "*Your eyes are bigger than your stomach?*" She was right. Children aren't so good at measuring. Your child sees things in black and white, he wants a whole lot or a tiny bit. There is no in

between. So, if macaroni is being served, and he is hungry, he wants an enormous mountain of mac.

[132] Young children usually take the short view on food and eating. They have a limited ability to wait, and they want the food that catches their eye. The food that is most appealing to them is not at all necessarily the food that is best for them. It just doesn't get much better than a chocolate cupcake piled high with three inches of frosting.

[133] Speaking of sugar, perhaps your first child didn't have any refined sugar until he was three years old. In fact, he didn't have any bleached flour, preservatives, or unnatural anything. His nutrition was carefully calibrated and very sound. You were in control until someone brought him a cookie with rainbow sprinkles on top for his third birthday. The cat was out of the bag. *"I love sugar!"*

[134] Then your second child was born. While child number one didn't have sugar until he was three, child number two has her first lollipop before she takes her first step! It is much easier to restrict the foods that your first child eats than it is with your second or third child. Even parents with the best of intentions have to stop and reconsider the situation. Different kids, different ages, different circumstances, and different things work. You need to know what you are up against. It is darn near impossible to allow your five-year-old the gumdrops while offering your three-year-old the raisins.

[135] Then there is salt. People are not born with a taste for things salty (or sugary); these are acquired tastes, and most of us love them both. There is a time and a place for children to have these foods ... in moderation. The boundaries differ for each family. Strictly forbidding a food that the child is already aware exists will create a craving later on down the line. It will also set you up for plenty of power struggles with your child. Children who are given unreasonably strict limits about food (unrelated to allergies) will search out the forbidden fruit elsewhere. Learning to live within your reasonable limits about food is a lifelong lesson. Not only will the child learn to accept the limits, but he will, hopefully, acquire some lifelong nutrition habits as well.

### [136] Tips for Managing Your Child's Nutritious Food Intake at Home

[137] **Toddlers love plain food.** According to Leann Birch, Ph.D., professor and eating specialist at Pennsylvania State University, the child's preference for bland foods is likely a carryover from primitive times, when not eating potent-tasting foods prevented children from ingesting toxic substances. Your child is not alone!

[138] **Keep foods separate.** Most children don't like foods touching one another. I wish I could explain it, but I can't. Anything that is poured over toast is the kiss of death and will certainly go untouched on the plate. Save your casseroles for company. Children like to know what it is they are putting in their mouths.

[139] **Prepare a snack box.** Decide what "carb" snacks are okay for your child and package them in grab bags, ready to go. Keep a variety of grab bags in a snack box in the pantry right at your child's level. When it is snack time, bring out the snack box and allow him to choose from it. Often it is the power of being able to choose the food and grab it for himself that makes it tastier.

[140] **Remove the enemy.** Purge your pantry of the foods you do not want your child to have. If that is not possible, at least place these foods totally out of your child's sight, and be sure not to go after them when your child is around. Why do you think grocery stores put the sugary cereals at a child's eye level?

### [141] Teaching Children about Food

[142] Soon after you brought your brand-new bundle of joy home from the hospital, you learned that the way to soothe him was with food, a diaper change, and sleep (his and yours). Already food consumption had a definition for the baby: *it makes me feel better*. And thereafter you stuck various things in his precious little mouth to stop that outrageous screaming—breast, bottle, juice, Cheerios, Goldfish, and so on as he got older and louder. Yes, the mouth is the

center of the world for the infant. It is where he gets his needs met. Food and love come in via the mouth after screams and complaints have gone out.

### **[143] Tips and Scripts for Teaching Your Child about Food**

[144] There does come a time, fairly early on, when parents need to teach children about food and its purpose in people's lives. A lesson might sound like this:

[145] *"We eat food when we feel hungry. Our stomach tells us that it is hungry, and so we eat. When we have eaten enough, our stomach gives us the signal to stop. That's what being full is."*

[146] *"Eating food helps all parts of our bodies to grow and work well. It helps us to grow muscles, to be fit, to feel good and strong. It helps our brains to be alert and to learn."*

[147] *"Just like cars use gas to work, bodies need food to work. If we put juice into our car, it sure wouldn't run very well! We need to put foods into our bodies that help all of our parts to work well and that let our bodies grow to the size they are supposed to be."*

### **[148] Tips and Scripts for the Parent's Role in Eliminating the Food Battles with Your Child**

[149] Know that you play a role in the drama of food choices, the mealtimes, and eating behaviors. Becoming aware of your contribution is the beginning of the lesson about how to stop the food battle.

**[150] Model the eating habits you want your child to have.** Parents spend a whole lot of time focusing on what the child should and shouldn't eat, and hardly give their own eating a thought. At four in the afternoon, you are

ravenous and grab a handful of whatever is closest. You're thinking, "*It doesn't matter what I eat as long as Sarah is eating well.*" You are your child's most powerful food model. Your child is watching and will want to have what you have and do what you do. So if you don't want your child to eat certain foods, don't eat them yourself (within her sight, earshot, or awareness). And if you don't want your child to drink soda, then you'd better change your own soda-drinking habits.

[151] If you stand at the counter to eat your meal, if you grab a snack from the car, you are teaching your child to do exactly the same thing. It is difficult to teach your child the importance of eating well and purposefully as part of being fit, to teach him the manners that surround our eating habits, if you do not model the ways in which we do that.

**[152] Have rules about where food is eaten and stick to them.** In this crazy-busy world, the leisurely meal eaten at the family dining room table accompanied by friendly chatter is but a tale from the past. Parents want their children to be mindful and not absentminded eaters, but they rarely do much to encourage that. Children who eat in front of the television, as they are rushing out the door to school, in the car, or as they are leaving school, aren't paying attention to eating. They are engaging in mindless, automatic eating that is an accompaniment to another activity. Eating needs to be purposeful. It is an activity in and of itself. The entertainment is the pleasant or interesting discussion that happens among people while you eat. Children should eat in the kitchen or dining room, at the big table or at their little table in the kitchen.

**[153] Do not ever make food a battleground.** When you fight with your children about food, the fight become the focus, rather than the food. Sometimes the child will actually refuse food he might otherwise eat (or want to eat) because the battle over it has begun. Not making food a battleground does not mean you have to give in, for example, allowing him to eat a dinner of his choice: it simply means you are not going to go to war. Insisting that a child eat a particular food, or just take a taste, is a call to arms for some

children. You can refuse to fight and say, “*This is the dinner I have made. You can eat it or not.*” No engagement. No battle. (And no worries, please, that your child will starve!) The child can focus on eating what you have offered or not. It need not become a battle with you. (See *The Special Meal Chef*, page 70, for more on this topic.)

**[154] Stop talking about food.** Serve the meal, sit down at the table, put your napkin on your lap, and talk about the weather! Don't talk about the meal. Hold your tongue. Your child will not eat as a result of anything you say. Your pre- and post-meal comments will only complicate the issue, taking it out of the realm of food and right into the realm of control.

**[155] No more “clean plate club”!** Coercion isn't a sound form of parenting. Not only does it set you up for a power struggle, but the child also learns to rely on others to tell him how much to eat and not pay attention to how full he feels.

**[156] Food should never be a reward or a punishment.** Every human being deserves to be fed. Making food of any kind a reward or punishment adds a symbolic and emotional component to this most need of life. Food needs to be kept neutral. Coercion is neither a productive nor lasting form of child rearing.

**[157] Small children need small amounts.** Children want to be successful in their eating. They like to eat it all up: *tah dah! I ate it all!* A whole apple can be daunting, but he might be likely to eat a few slices of it. Instead of piling the food on the plate, give a small amount of each item and wait for him to ask for more. Children are not necessarily thrilled at having mounds of food the way many adults are. It may, in fact, serve as a turnoff. (if your child is still in the stage of wanting the *whole* thing—rejecting the pieces—then buy very small apples!)

**[158] Refrain from “Please, just take a bite.”** It is close to impossible to get a three-to-five-year-old child to *just take a bite*. You might as well be asking him to eat worms. The child would rather be right, would rather have the power to decide what he eats, than give someone else control over what he eats.

[159] Some kids will agree to have a taste if they are also permitted to *spit it out if you don't like it*. Allowing a child not to eat it at all may be just what is needed to get him to give the new food a try, though I can't promise that this method won't create a new issue—the spitting-peas-across-table issue.

**[160] Allow for snack time.** Human beings are the only species who practice the habit of eating three square meals a day. Most other creatures nourish themselves in very different ways, all of which respond to actual bodily needs. There are the grazers, who eat tiny amount of light vegetation all day long, and the predators, who search out their meal when they are ravenous, eat until they are full, and then don't eat for a few days. According to nutritionist Pam Siegel, M.P.H., M.F.T., people would do much better to eat small, nutritious meals several times a day. Yet parents worry that snacks will spoil the child's appetite. Instead, welcome the snack and give smaller meals! Just make sure that your offerings are foods that make a difference and are not “trick foods.” (See below.)

**[161] Children should not necessarily have free rein of the pantry or refrigerator.** You are allowed to have an only adults open the cupboard/refrigerator rule. When your child is old enough to be safe (not climbing on or into the refrigerator or pantry shelf or dropping the pickle jar as he is exploring) and to make the right choices, you can adjust your rule.

**[162] Teach your child about “trick foods,” aka junk food.** Junk food is one of the big battlegrounds of the food wars. One person's junk food poison is another man's finest feast! Each of you has different ideas about what food is junk and what is okay for your children to eat. Here again, if you look into

your Samsonite, you are often able to see where and whom your ideas (misguided or not) come from.

[163] Here is what I know for sure: when eating “properly” becomes important to your child, he will do it. My son, Lucas, whose green food was lime yogurt, now eats all kinds of vegetables. He is health conscious and well aware of the role food plays in his body shape, musculature, and overall well-being.

[164] Most people call food that isn’t particularly nutritious “junk food”; I call it “trick food” because it tricks you. The explanation goes like this:

[165] *“We eat food, and our bodies use all the parts of the food that are helpful. Some of it goes to help our blood, some goes for our bones, some goes for our skin or our muscles or eyes or teeth or hair, and some of that food helps our brain to grow. The helpful food makes us feel full, and we eat helpful food we aren’t hungry for a long time afterward. The part of the food that our body doesn’t use turns into pee and poop, and we get rid of it in the toilet.”*

[166] *“Some of the foods that we really like are foods that aren’t helpful; they don’t do much good for our bodies. They taste really good, but they don’t give our bodies any fuel. Those foods are called ‘trick foods’ because they trick our bodies into feeling full. Usually, after you eat a ‘trick food’ you are hungry again soon, and your body still needs food to help it to work well.”*

**[167] Beware of becoming the Special Meal Chef.** Mealtimes and menus present a problem for the parent-chef. You want your child to learn how to read his own body signal and eat what he likes when he is hungry, yet he needs to learn to conform a house standard. There is just no way that the parent-chef can possibly cater to everyone’s individual needs, tastes, and timing. Most parent-chefs think that is their job. I think it is an impossible task. Different families handle this challenge in different ways: some parent-chef



provide everyone with the same meal, saying, “*This is the dinner I have made. Eat it if you would like. You are in charge of what you eat or do not eat.*”

[168] Many of us in the field of child development believe that children will eat when they are hungry—hungry enough. You might have to tolerate a whole lot of complaining and whining, but a healthy child will not starve himself. (A child who is heading in the direction of starvation has issues that are not about food. In this case, you must seek help from a mental health professional.)

[169] Some parent-chefs prepare just what they know each child will eat to ensure that everyone get exactly what he wants (hence the name Special Meal Chef).

[170] Some parent-chefs search for the middle ground. They make a menu that has at least one food that appeals to each palate: salad that this one likes, pasta that he likes, bread for her, meat for him. Everyone has something, and there are no fights. No one starves.

[171] Some parent-chefs provide flexibility for the child who is older than five: “*If you don’t want what we are eating, you may fix yourself something else.*” (Only offer acceptable choices, perhaps a bowl of cereal or a bagel.)

[172] The only wrong choice is to do something that you don’t want to do, about which you feel resentful. Your resentment will leak, and the meal will be laced with those unpleasant feelings.

**[173] Have a default food on hand.** Since eating or not eating often has to do with power and control, you might want to have default food at the ready. This should be a food that your child *will* eat, but not something that you have to put any effort into preparing. Half a peanut butter and jelly sandwich, some cheese and crackers, or a bowl of Cheerios are good examples. The default food is placed to the side of the child’s place setting *every night* and not just on the night when you are serving something you know he will refuse. When the child sits down and exclaims, “*I hate chicken!*” you can reply, “*Then you may eat your cheese and crackers,*” saying no more than that. Do not engage; do not discuss; do not react.

**[174] Have a clear policy about after-dinner snacks.** When there has been an issue over dinner, it is not uncommon for the child to need nighttime snack desperately, proclaiming his extreme hunger. Children also use nighttime snacks as a stalling technique at bedtime. In both cases, the easiest way to deal with the request is to allow the snack; however, never allow it after the bedtime routine has begun. It should be the same two choices every night. I am a big fan of the following because they represent sound nutrition and they are a defined amount of food, each coming in its own package. Tell your child: *“I hear that you are really hungry. You may have a banana or some string cheese, just like every night. Take your pick.”* Discussion over. Do not engage.

#### **[175] Picky Eaters**

[176] If you have a child who is a picky eater, know that you are in good company. It certainly is a common complaint among my clients. Experts say that possibly half of all two-year-olds fall into this category, and there is evidence to suggest that for some it can continue through adolescence. Some children actually have a “neophobia”—a fear of the new—and it reaches its height between the ages of two and six. Steering clear of new foods may again reflect ancient biology at work, which protected our ancestors from eating abundant and potentially poisonous vegetation.

[177] It is important, however, to keep trying when it comes to introducing new (healthy) foods. Researchers have said that it takes repeated and consistent exposure, likely ten to fifteen tries or more, before a child might even taste a new food, but parents often give up after two or three tries. Children whose parents give up entirely and stop introducing new foods are those who are less likely to become more adventurous eaters later on.

[178] Preschool-age children are particularly prone to being picky eaters for variety of reasons. They are trying out their independence in all kinds of ways, and being picky about what they eat is just one of the ways they assert themselves.

As adventurous as they might be in other areas, food is not usually one of them. They like the foods they like, so why bother with anything else? Some children (and adults) are particularly sensitive to food textures or even colors. A child may not be willing to try a food just because of the way it looks.

[179] Getting your picky eater to sample new foods reminds me of Charlie Brown hitting his head against the wall. Good Grief!

### **[180] Tips and Scripts for Dealing with Picky Eaters**

**[181] Stop talking about it; stop worrying about it!** The harder you try to force food on a child, the less likely he will be to eat it. The more you talk about it, the more tightly your child will hold her lips closed. Do not comment on what the child is or isn't eating. Not one word.

**[182] Use different plates.** In addition to offering small portions, serve your picky eater on smaller plates and use small utensils. Bread plates are less threatening. Occasionally serve a meal or a snack on a party plate. In so doing the emphasis is taken off the food and put onto the fun plate.

**[183] Offer a few choices.** Smorgasbord snacks and meals, including bite-size servings of a variety of choices, make the child feel powerful in choosing for himself. Too many choices can be overwhelming, so offer two and no more than three.

**[184] When introducing a new food item, don't put it on your child's plate.** Instead, place it on a separate plate away from him, and don't make a big deal about it. He may or may not be willing to give it a try, but you won't have sabotaged the possibility by showing your investment in his trial. If by some miracle the child wishes to try the new food, give him a very tiny taste.

**[185] Introduce new foods when your child is definitely hungry.** Hungry children are more likely to risk trying something new.

**[186] Invite “guests” to join you.** Occasionally invite a favorite doll, stuffed animal, or puppet to join you for dinner. Allow the child to encourage the guest and model how to eat.

**[187] Serve food in special ways.** Mickey Mouse pancakes taste much better than plain old rounds. Rice-cake children (cream cheese faces and raisin features) are a treat.

**[188] Involve the child in the preparation.** This might make him more willing to give it a try. Daddy exclaiming, *“This is delicious. Who in the world made it?”* can be a real motivator.

**[189] Read one of the books for picky eaters.** (See Related Books for Children, page 224.)

### **[190] Sweets and Dessert Foods**

[191] In my office, I keep a large glass canister filled to the brim with a zillion different kinds of candy. There are parents who come for sessions and dive into the candy jar like, well, kids in a candy store! Everyone has stories about the role that sweets played in their growing-up years. Though most parents agree that they don’t want sweets to play a big part in their children’s lives—and they know the deal with sweets, nutrition, and dental health—somehow it just always creeps in and becomes a problem.

[192] No matter what you serve the children and what rules you set up, if desserts and sweets are a big part of your life, your children will get the message about the role that sweets play. This doesn’t mean that your child will grow up to be a sweetaholic, but it’s pretty darned likely that sugar will play a starring role.

[193] Metabolism plays a part in everyone's consumption of food. It also has a role in one's desire for sweets. Some children are less interested in sweets than their peers; others absolutely crave them. We do know that there is an addictive quality to sweets: just try to cut sugar out of your life!

[194] As with all people, each child has a unique eating style and habits. Some children are able to delay gratification; but most have a hard time doing so. Some children eat sweets and still eat nutritious food. Others eat sweets and then refuse healthier fare. It is important to keep your child's particular style in mind when deciding if and when to offer sweets.

[195] You should also consider what role you want sweets to play in child's life; in addition, it is crucial that you separate your issues, past and present, from your child's issues (or lack thereof) with sweets.

[196] Sweets are used in lots of ways throughout the world. Sometimes candy is thrown at thirteen-year-old children who have just finished reading from the Torah for the first time. This is a way of wishing them a sweet life now that they have become adults, according to the Jewish faith. At a Persian wedding I attended, candy was thrown at the bride and groom so that they would have a sweet life together. Sweets are used to celebrate, to show affection, to show appreciation, and as rewards.

### **[197] Tips and Scripts for Handling Sweets and Treats**

[198] In these times, when eating disorders abound, it is of critical importance that you do nothing to contribute to that potential in your children.

**[199] Do not use sweets (or food) of any kind as a reward or as first aid.** In doing so you may inadvertently set the child up to need to be rewarded or soothed with a sweet. Sweets are then given emotional significance. This is different from having a celebratory meal for a graduation, an accomplishment, or a milestone. On these occasions food, and not just a sweet, is the common ground that brings people together to share good feelings, good conversation, mutual support, and good food.

[200] **The One-Sweet-a-Day Rule.** For children who constantly ask for sweets, a good idea is to limit the sweets to one per day. First, you must figure out the equivalencies, such as two chocolate kisses equals one cookie—equals three gummies—equals five jelly beans. To make this choice easier for the child, package the choices and have them ready to go. Allow your child to choose to have the sweet whatever he wants it. He can have it at 6:00 A.M. when he awakens, at morning snack, or before bedtime. It is his choice, but he does have to brush his teeth afterward.

[201] The one-a-day plan can be very effective because it puts the control in the hands of the child. The young child, who is just learning number value and timing, might have a harder time with *just one*, as well as with *you've already had your one for today*. Combine that with lack of impulse control, impatience, and extreme desire, and enforcing this rule might be hard. But the four-to-six-year-old gets it.

[202] There will be those days, such as when there is a birthday party or other special event, when the one-a-day plan will be challenging. Some children will be able to handle the conflict and make the choice of not having their usual daily sweet so that they can have birthday cake later on. For others, it is just asking too much. It's not worth fighting about, so forget it on these days. The one-a-day plan is for your regular days.

[203] **Limit the sweets that are on hand.** If your cupboard is filled with sweets, cookies, and candies, it will be really hard for your child to focus on other foods. If you don't have any sweets in the house, he'll just have to pick something else. There will be some complaining, but what's new about that?

[204] **Desserts: beware of the “How much do I need to eat in order to have dessert?” trap.** If eating dinner is all about getting to dessert, your child will hardly taste what he is eating, let alone learn to enjoy it. The focus will be on the goal, dessert. In addition, the child who is allowed to negotiate his food intake will attempt to use that tool for other things he doesn't want to do.

[205] For some people this is a radical notion, but here it is: eliminate dessert. I am not saying not to have sweets. I am saying don't associate dessert with a meal. That way there is no bargaining for sweets at mealtime. "*Two more bites of string beans*" shouldn't lead to the sweet reward ... or any reward for that matter. Remember, I said don't fight about the food. This is just what I meant. Dinner needs to be about dinner. Your child needs to learn to eat until he has had enough and be done. It is his choice, not yours.

### [206] Table Behavior

[207] Dinnertime at Robert Anderson's house in the old television show *Father Knows Best* is a far cry from most people's reality today. The peaceful family meal is a worthy goal, but with young children it is more dream than reality. Aside from not always being hungry at mealtimes, children eat different amounts at a different pace from adults and their siblings of different ages. To top it off, their attention spans are less than half that of an adult's. All of this makes staying willingly at the table a challenge. The child has little interest in any conversation in which he is not directly participating. He would rather sprawl in your lap, eat off your plate, explore the trajectory of peas, see what tone the half-filled milk glass makes, and hang off the side of the chair. Eating is just not so exciting for him. He wants to eat (or not), be done, and get on to the next adventure.

### [208] Tips and Scripts for Mealtime Behaviors

[209] Having expectations that are thought out and reasonable for your child's table behavior will go a long way in eliminating mealtime battles.

[210] **Set the stage for the meal.** Turn on the answering machine and turn off your Blackberry, the television, and your work brain. Put down the newspaper and have your kids put away their electronic games. Make it a rule that phones are not answered during dinner. These small acts give your children a clear message about the importance of the family meal.

**[211] Meals happen at a table.** Mealtime should be about food, socializing, and sharing. When it happens at a table, together with parents, it can be a pleasant activity, one that is eagerly anticipated, that creates happy memories and positive associations. Discussions and learning will abound, and table behavior will be modeled.

**[212] Include your child in the conversation.** Mealtime behavior ought not be about admonishment, rule following, or behavior reviews, and the conversations need to include everyone in the family. Save your grown-up conversations for later. Talk to one another. Tell stories. Laugh! Ask questions: *“I heard a story in the news coming home tonight, and I wonder what you think about it. A man was keeping a whole menagerie of wild animals in his house, and his neighbors didn’t like it. They complained to the authorities, and now the man has to give his animals away. Do you think that was okay?”*

[213] Studies abound that link children’s success staying “on track” through the teenage years with having family meals, that are filled with conversation. It is through such activity that parents have a direct opportunity to share their opinions, ideas, and values, which children need to hear over and over as they grow up. You could say: *“I was driving home from the office and a man yelled some really nasty things at me. That really wasn’t okay. I can’t stand it when people use bad language.”*

**[214] Stop feeding your child.** Although there are cultures where feeding a child well into his elementary school years is common practice, I don’t support it. Feeding a child who can certainly feed himself (those over eighteen months) gives the clear message that he is not in charge of his eating. The only thing it feeds is the food power struggle. In feeding himself a child is given the message that he is an individual and has power. If he doesn’t eat, he doesn’t eat.



**[215] Model the table behaviors you expect your child to learn.** Watching Daddy put his napkin on his lap and Mommy ask politely for items to be passed are lessons your child doesn't miss. A parent reaching to sample food off the child's plate teaches the child that such behavior is acceptable. Thundering burps that receive laughs will surely be copied.

**[216] Expect your child to sit in his own chair and eat food off his own plate.** The first time you allow a whining child to sit in your lap and eat off your plate will be the first of many times to follow.

[217] Young children fidget; it's hard for them to sit still in a chair. Decide what is most important to you—that the child is at the table, he is eating his meal, and you are actually *having* a family meal, or that he sit still and upright in his chair. As long as there is some semblance of being in his chair—sitting on his knees, or just being wiggly—it counts. My vote is to let this one go.

**[218] Set clear limits around mealtime behavior ... and be prepared to enforce them.** Decide what behaviors are the most important to you and let your child know ahead of time that you expect them to be followed:

[219] *“Everyone at our dinner table is going to sit in his own seat. You are too. After dinner you may sit in my lap. But during dinner you need to sit in your own chair.”*

[220] *“Inside voices are used at our dinner table. Children who need to scream will be excused from the table, and they can finish in the kitchen”* (laundry room, den floor, wherever you are not).

[221] When a child does anything with food other than eat it, give a clear message about what is and is not acceptable:

[222] *“Can you stop squishing your peas, or should I clear your plate?”*

[223] *“When you throw your food you are telling me you are finished. If you are done, you may be excused.”*

[224] Then do it and put up with the ensuing screaming. It will only happen once. (For a detailed discussion on consequences for noncompliance, see chapter 2, page 31.)

[225] For too long my client Corey had been telling her five-year-old daughter to eat with a fork and not her hands. Finally Corey told her daughter that since she didn't use her fork, Corey guessed she didn't need utensils and took them away ... for several meals. The kicker came at dessert one night when ice cream was served. Her daughter pleaded, *“When can I have a spoon again?”* as she ate the soupy ice cream with her fingers. It was a mess. When Corey finally allowed her daughter to have utensils again, her daughter picked up her fork and exclaimed, *“I love you, fork!”*

**[226] Have realistic expectations for how long a child should be able to sit at the table.** Although there are no definitive rules, as it depends not only on the child's age and development but also on his temperament, generally speaking, my advice is to aim low and be thrilled when you get more!

[227] A **two-year-old** child may actually be able to sit longer than a four-year-old child, as he will be a slower and more distracted eater, entertained by having everyone there together. Consider five minutes a success.

[228] It is reasonable to expect a **three-year-old** child to sit at a dinner table for five to ten minutes. Some will have much greater staying power than others.

[229] A **four-year-old** should make it ten to fifteen minutes.

[230] A **five-year-old** usually can last fifteen to twenty minutes, and the same is true for a **six-year-old**.

[231] Needless to say, the length of the stay will depend upon variables such as how tired the child may be, what the day was like, and what is next on the agenda.

**[232] Meals should end before they need to.** Allow his meal to end when the child begins to show signs of being finished eating. Don't let your mealtime deteriorate into "dinner hell."

**[233] Stalling should not be honored.** Some children are naturally slow eaters. We aren't talking about them here. Children who are "stallers" often do so as an attention-getting device. When you recognize that you are being manipulated, give this child some warning: *"It is almost time for dinner to be over. It seems to be taking you some extra time tonight. I will sit with you for five more minutes. Then I am getting up."* When the time is up, and you know who is now holding the reins, say: *"I am done with my dinner and it's time for me to clean up the kitchen. You may stay at the table until you are finished."* Get up and leave. Be sure to be matter-of-fact and have no anger or hostility in your voice. I would place money on your child being done as soon as you leave.

**[234] For tips on restaurant behaviors, see chapter 2, page 41. For a longer discussion on manners, see chapter 5.**

## BAB 5 ANOTASI

Bab ini berisi penjelasan tentang padanan yang saya pilih dalam penerjemahan buku *Just Tell me What To Say*. Setiap permasalahan akan dibahas dalam bentuk anotasi. Dengan demikian, anotasi berisi pertanggungjawaban atas padanan yang saya pilih sebagai penerjemah. Pertanggungjawaban dilandaskan pada teori yang telah dibahas dalam bab terdahulu.

Untuk memecahkan permasalahan kesepadanan, saya mengelompokkan topik anotasi berdasarkan masalah yang timbul, yakni istilah psikologi perkembangan, nama diri, nama jenis, idiom, metafora, ragam bahasa, dan pronomina. Setelah itu, masalah dikelompokkan lagi menurut prosedur penerjemahan dan diberi anotasi sebagai penjelasan atas perubahan yang saya lakukan.

### **5.1 Istilah Psikologi Perkembangan**

Istilah psikologi perkembangan adalah semua istilah yang berkaitan dengan bidang psikologi perkembangan baik yang sudah maupun belum tersedia padanannya dalam BSa. Istilah psikologi perkembangan dalam terjemahan ini diklasifikasi menjadi dua, yakni yang dipertahankan dan yang diterjemahkan. Istilah Inggris dipertahankan jika sering digunakan oleh masyarakat BSa. Pengecekan frekuensi penggunaan dilakukan dengan mengambil beberapa korpus dari media Internet. Sebaliknya, jika dapat menyulitkan pemahaman pembaca sasaran, istilah Inggris itu tidak dipertahankan atau dipadankan dengan ungkapan dalam BSa.

#### **5.1.1 Istilah yang Dipertahankan**

Saya mengelompokkan istilah yang dipertahankan berdasarkan prosedur yang digunakan yakni transferensi dan naturalisasi.

### 5.1.1.1 Transferensi

Transferensi digunakan jika istilah asing sudah dikenal dalam budaya BSa. Contoh dalam terjemahan tugas akhir ini adalah pemertahanan frasa *sibling rivalry* dan *time-out*.

#### 1. *sibling rivalry*

TSu	TSa	Paragraf
<b>Sibling rivalry</b> can begin the moment the second child comes home from the hospital.	<b>Sibling rivalry</b> dimulai saat anak kedua pulang dari rumah sakit.	3.7

Istilah ini terdiri dari dua kata yaitu *sibling* dan *rivalry*. Dalam *Oxford Advanced Learner's Dictionary* (2000, 1193) *sibling* berarti “a brother or a sister” dan *rivalry* pada kamus yang sama halaman 1106 berarti “a state in which two people, companies, etc. Are competing for the same thing: *sibling rivalry* (=between brothers and sisters)” *Sibling rivalry* mempunyai makna khusus seperti dalam *The Dictionary of Psychology* (Corsini 2002, 900):

*Competition among siblings for the attention, approval, or affection of one or both parents, or for other recognition or rewards as in sports or school grades. Sibling rivalry can cause family problems due to quarrels and fights between competing siblings. Also known as sibling jealousy.*

Menurut Soemiarti Patmonodewo (komunikasi pribadi, 14 Oktober 2009), istilah *sibling rivalry* berarti “persaingan yang terjadi antarsaudara kandung terutama dalam rangka mendapat perhatian orang tua”. Dari penjelasan itu, tampak bahwa *sibling rivalry* sebenarnya dapat diterjemahkan menjadi *persaingan antarsaudara kandung*. Namun, dalam beberapa artikel yang saya temukan, istilah *sibling rivalry* lebih sering digunakan. Berikut beberapa contoh:

- a. Kecemburuan atau persaingan yang terjadi pada saudara kandung biasa disebut dengan *sibling rivalry*. *Sibling rivalry* terjadi jika anak merasa mulai kehilangan kasih sayang dari orang tua dan merasa bahwa saudara

kandung adalah saingan dalam mendapatkan perhatian dan kasih sayang dari orang tua. (<http://www.kabarindonesia.com/berita.php>, 5 April 2009)

- b. Kemungkinan *sibling rivalry* akan semakin besar apabila mereka berjenis kelamin sama dan jarak usia keduanya cukup dekat. (<http://info.balita.cerdas.com/mod.php>, 5 April 2009)

Penggunaan istilah *sibling rivalry* dalam beberapa artikel itu menunjukkan bahwa istilah itu sudah dikenal oleh pembaca TSa. Dengan demikian, saya memutuskan untuk memertahankan istilah itu.

## 2. *time-out*

TSu	TSa	Paragraf
This is not a <b>time-out</b> or a punishment.	Itu bukan <i>time-out</i> atau hukuman.	3.47

*The Dictionary of Psychology* (2002, 1004) menyatakan,

*“time-out: in behavior therapy, a technique that removes people (usually children) from an area when misbehaving to teach them to discontinue the undesired behavior. Used in school to decrease the frequency of undesirable behavior by isolating children for a period of time.”*

Menurut Soemiarti Patmonodewo (komunikasi pribadi, 14 Oktober 2009), *time-out* dapat dikategorikan sebagai bentuk hukuman bagi anak dengan cara menyuruhnya masuk ke ruangan tertentu untuk beberapa lama agar ia mampu merenungi kesalahannya.

Kamus elektronik *Concise Oxford Dictionary* (2003) menyatakan *“time-out noun a brief period of time during which a misbehaving child is put on their own so as to regain self-control.”* Dari penjelasan di atas, saya memutuskan untuk mempertahankan istilah *time-out*. Pemertahanan istilah itu juga didasarkan pada penelusuran yang saya lakukan. Berikut ini adalah contoh penggunaan istilah *time-out*:

1. *Time-out* merupakan usaha positif untuk menurunkan perilaku tak menyenangkan dari anak. Prinsip utamanya, untuk memastikan anak tak beraktivitas di periode waktu tertentu. Jika Anda mendapati anak melakukan kesalahan yang destruktif, beri ia *time-out*. (<http://www.tabloidnova.com>, 11 Desember 2009)
2. Ini cara yang baik untuk mengatasi dorongan memukul, tapi bukan merupakan tindakan hukuman. Ini merupakan satu cara untuk mengendalikan emosi anak, agar ia melihat apa yang salah dan bagaimana memperbaikinya. Tapi jangan gunakan *time-out* untuk menguliahinya. Petuah diberikan setelah *time-out* selesai dan ia sudah mulai tenang. (<http://www.tabloid-nakita.com>, 11 Desember 2009)
3. Waktu *time-out* umumnya diberikan selama 1 menit per umur anak. Dan yang perlu diingat, jangan pernah memberinya *time-out* di tempat umum karena tindakan itu akan memperlakukan dirinya dan akan berdampak negatif pada kepercayaan dirinya kelak. (<http://www.ayahbunda.co.id>, 11 Desember 2009)

### 5.1.1.2 Naturalisasi

Naturalisasi dilakukan dengan menyesuaikan bunyi dan ejaan yang berlaku dalam kaidah BSa. Cara ini sesuai dengan salah satu persyaratan pembentukan istilah yang digali dari bahasa Indonesia dalam *Pedoman Umum Pembentukan Istilah* (2005, 2) yaitu “istilah yang dipilih adalah kata atau frasa yang sedap didengar (eufonik) dan kata atau frasa yang bentuknya seturut kaidah bahasa Indonesia.” Contoh dalam tugas akhir ini adalah kata *egocentric* diterjemahkan menjadi *egosentris*.

#### 1. neophobia

TSu	TSa	Paragraf
Some children actually have a “ <b>neophobia</b> ”—a fear of the new—and it reaches its height	Sebagian anak sebenarnya mengalami “ <i>neofobia</i> ”—rasa takut akan sesuatu yang	4. 176

between the ages of two and six	baru—dan fobia itu mencapai puncaknya saat anak berusia antara dua dan enam tahun.	
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Dalam <http://en.wikipedia.org/wiki/Neophobia> (11 Juni 2009) dinyatakan ”*In psychology, neophobia is defined as the persistent and abnormal fear of anything new.*” Dalam *e-book Istilah Phobia* yang saya unduh dari <http://duniapsikologi.dagdigdug.com> (11 Juni 2009), *neophobia* adalah “takut terhadap apa pun yang baru.”

Saya menerjemahkan *neophobia* menjadi *neofobia*. Hal itu sesuai dengan prosedur naturalisasi yang mengalihkan ejaan BSu ke ejaan BSa sesuai dengan sistem bunyi BSa. Kata *neofobia* merupakan gabungan dari *neo-* dan *fobia*. Dalam *Kamus Besar Bahasa Indonesia* (2007, 779) *neo-* adalah “*bentuk terikat baru atau yang diperbarui.*” Dalam kamus yang sama halaman 319 *fobia* adalah “*n. ketakutan yang sangat berlebihan terhadap benda atau keadaan tertentu yang dapat menghambat kehidupan penderitanya.*” *Kamus Kata-kata Serapan Asing dalam Bahasa Indonesia* (Badudu 2007, 241) menyatakan “*neofobia (Yun) adalah kebencian akan sesuatu yang baru.*”

## 2. egocentric

TSu	TSa	Paragraf
Your <b>egocentric</b> little one just looks out for herself.	Si kecil yang <b>egosentris</b> hanya memedulikan dirinya.	3.11

Menurut Soemiarti Patmonodewo (komunikasi pribadi, 14 Oktober 2009), *egosentris* merupakan istilah yang menunjukkan salah satu sifat yang tumbuh pada diri anak yang sedang tumbuh kembang. Pada fase ini, dunia berpusat pada diri sendiri. Anak mulai mengenal arti kepemilikan dan apa yg diinginkannya.

<http://en.wikipedia.org/wiki/Egocentrism> (10 April 2009) menyatakan ”*In psychology, egocentrism is defined as the incomplete differentiation of the self*



*and the world, including other people and the tendency to perceive, understand and interpret the world in terms of the self.”*

Saya menerjemahkan *egocentric* menjadi *egosentris* yang merupakan bentuk prosedur naturalisasi. Dalam *Kamus Besar Bahasa Indonesia* (2007, 285), *egosentris* bermakna “a menjadikan diri sendiri sbg titik pusat pemikiran (perbuatan); berpusat pd diri sendiri (menilai segalanya dr sudut diri sendiri.”

### 3. conflict resolution

No.	TSu	TSa	Paragraf
5.	Teach <b>conflict resolution</b> ... (but it may not work!)	Ajarkan <b>resolusi konflik</b> ... (tapi mungkin tak akan berhasil!).	3. 39

Frasa *conflict resolution* terdiri dari dua kata yang sebenarnya memiliki makna umum yaitu ‘conflict’ dan ‘resolution’. Dalam kamus *Oxford Advanced Learner’s Dictionary* (2000, 258) *conflict* bermakna

*noun. 1. a situation in which people, groups, or countries are involved in a serious disagreement or argument; 2. a violent situation or period of fighting between two countries; 3. a situation in which there are opposing ideas, opinions, feelings, or wishes; a situation in which it is difficult to choose.*

Dari beberapa definisi itu, yang sesuai dengan konteks adalah definisi 1 dan 3. Dalam kamus yang sama halaman 1087, *resolution* bermakna “*noun. 1. a formal statement of an opinion agreed on by a committee or a council especially by means of a vote; 2. the act of solving or settling a problem, a dispute, etc.*”

Dalam bidang psikologi perkembangan, frasa *conflict resolution* memiliki makna khusus. Menurut Soemiarti Patmonodewo (komunikasi pribadi, 14 Oktober 2009), *conflict resolution* merupakan salah satu teknik untuk menghentikan perkelahian anak. Anak didudukkan dan harus menceritakan kembali peristiwa yang dialami sesuai dengan versi masing-masing. Para pakar biasanya menggunakan istilah *resolusi konflik* untuk mengacu pada teknik ini.

Berdasarkan penjelasan di atas, saya memutuskan untuk menerjemahkan istilah *conflict resolution* menjadi *resolusi konflik*. Keputusan itu juga didasarkan pada kelaziman penggunaan istilah *resolusi konflik* dalam bahasa Indonesia. Berikut ini adalah contohnya:

1. **Resolusi Konflik**, menangani sebab-sebab konflik dan berusaha membangun hubungan baru dan yang bisa tahan lama diantara kelompok-kelompok yang bermusuhan. (<http://www.dimaswijanarko.com>, 5 April 2009)
2. **Resolusi konflik** merupakan suatu terminologi ilmiah yang menekankan kebutuhan untuk melihat perdamaian sebagai suatu proses terbuka dan membagi proses penyelesaian konflik dalam beberapa tahap sesuai dengan dinamika siklus konflik. (<http://www.tempointeraktif.com>, 5 April 2009)
3. **Resolusi konflik** perlu dilatih untuk membantu mengubah konflik menjadi pengalaman positif sehingga dapat membuat suasana rumah menjadi penuh kasih sayang, meningkatkan keterampilan menyelesaikan masalah dan mendorong terciptanya kedamaian. (<http://nurmah.blog.friendster.com>, 5 April 2009)

Dalam menerjemahkan istilah ini, struktur frasa MD dalam BSu disesuaikan dengan struktur dalam BSa menjadi DM.

### 5.1.2 Istilah yang Diterjemahkan

Untuk istilah yang diterjemahkan, prosedur yang saya gunakan antara lain *calque* dan pemadanan kultural. Untuk menerjemahkan istilah, saya tidak selalu menerjemahkan satu kata dalam TSu dengan satu kata dalam TSa. Hal itu sesuai dengan pedoman dalam menerjemahkan istilah dalam *Pedoman Umum Pembentukan Istilah* (2005, 5) yaitu “penerjemahan tidak harus berbasas satu kata diterjemahkan dengan satu kata.” Contohnya adalah kata *tattling* yang diterjemahkan menjadi *kebiasaan mengadu*.

### 1. delay gratification

TSu	TSa	Paragraf
Living with siblings presents regular opportunities to learn to <b>delay gratification</b> and to tolerate frustration, two of the most important lessons young children must learn.	Hidup dengan saudara kandung membuka peluang bagi anak untuk terus belajar bagaimana <b>menunda kepuasan</b> dan menerima kegagalan, dua hal penting yang harus dipelajari anak	3. 3

*Delay gratification* sebenarnya merupakan kata umum dalam bahasa Inggris yang kemudian diberi makna khusus dalam bidang psikologi perkembangan. Dalam *Encarta Dictionary Tools* (2006), *delay* berarti “1. put something off until later: to postpone something, or wait until later before doing something; 2. make somebody or something late.” Dalam kamus elektronik yang sama, *gratification* bermakna “1. satisfaction: a feeling of pleasure or satisfaction; 2. the act of giving somebody pleasure or satisfaction; 3. something satisfying: something that gives pleasure or satisfaction.”

Dalam *The Dictionary of Psychology* (Corsini 2002, 258), *delay gratification* bermakna “1. The ability to forgo immediate reward for the sake of greater, future reward. 2. The ability or willingness to wait for a desired goal rather than having to meet it now.”

Prosedur yang digunakan adalah *calque* sehingga *delay gratification* saya terjemahkan menjadi *menunda kepuasan*. Dalam *Kamus Besar Bahasa Indonesia* (2007, 1224) “tunda *v* menunda *v* menghentikan dan akan dilangsungkan lain kali (lain waktu); mengundurkan waktu pelaksanaan; menangguhkan.” Dalam kamus yang sama halaman 902 “puas, kepuasan *n* perihal (yang bersifat) puas; kesenangan; kelegaan dsb.” Keputusan untuk menerjemahkan *delay gratification* menjadi *menunda kepuasan* juga didasari oleh hasil diskusi dengan Soemiarti Patmonodewo (14 Oktober 2009). Menurutnya, anak memang memiliki banyak

keinginan. Akan tetapi, tidak semua keinginannya dapat terpenuhi saat itu juga. Disitulah pentingnya kemampuan untuk menunda kepuasan atau *delay gratification*.

## 2. tolerate frustration

TSu	TSa	Paragraf
Living with siblings presents regular opportunities to learn to delay gratification and to <b>tolerate frustration</b> , two of the most important lessons young children must learn.	Hidup dengan saudara kandung membuka peluang bagi anak untuk terus belajar bagaimana menunda kepuasan dan <b>menerima kegagalan</b> , dua hal penting yang harus dipelajari anak	3. 3.

*Tolerate frustration* merupakan bentuk kata kerja dari istilah psikologi perkembangan *frustration tolerance*. Dalam kamus elektronik *Concise Oxford Dictionary* (2003), *tolerate* berarti “verb 1. allow the existence or occurrence of (something that one dislikes or disagrees with) without interference. 2. endure (someone or something unpleasant) with forbearance. 3. be capable of continued exposure to (a drug, toxin, etc.) without adverse reaction.”

Sedangkan *tolerance* berarti “noun 1. the ability, willingness, or capacity to tolerate something. 2. an allowable amount of variation of a specified quantity, especially in the dimensions of a machine or part.”

Dalam kamus *Oxford Advanced Learner’s Dictionary* (2000, 520), *frustration* bermakna “noun 1. the feeling of being frustrated; 2. something that causes you to feel frustrated; 3. the fact that sth is preventing sth/sb from succeeding.”

Istilah *frustration tolerance* memiliki makna khusus dalam psikologi perkembangan. Dalam *The Dictionary of Psychology* (Corsini 2002, 396), makna *frustration tolerance* adalah “the degree to which an individual is able to

*withstand frustration without resorting to inadequate models of reaction.*” Sedangkan dalam *Kamus Lengkap Psikologi* (Chaplin 2006, 201), *frustration tolerance* adalah “kemampuan untuk menderita karena gagal atau dihalang-halangi, namun tanpa mengalami kerusakan psikologis yang tidak semestinya.”

Berdasarkan penjelasan di atas, padanan yang tepat untuk *tolerate frustration* adalah menerima kegagalan. Menurut *Kamus Besar Bahasa Indonesia* (2007, 1183) kata *terima* bermakna “menerima v 1. menyambut, mengambil (mendapat, menampung, dsb) sesuatu yang diberikan, dikirimkan, dsb; 2. mengesahkan, membenarkan, menyetujui (usul, anjuran, dsb); meluluskan atau mengabulkan (permintaan dsb); 3. mendapat atau menderita sesuatu; 4. menganggap (sbg); 5. mengizinkan (masuk menjadi anggota, murid pegawai, dsb); 6. mau menjabat (pangkat) dsb.” Dari beberapa definisi di atas yang sesuai dengan makna istilah *frustration tolerance* adalah definisi yang ketiga. Sementara itu, dalam kamus yang sama halaman 326 “gagal, kegagalan *n* perihal gagal; ketidakberhasilan.”

### 3. attachment theory

TSu	TSa	Paragraf
John Bowlby, the renowned British psychologist who gave us “ <b>attachment theory</b> ,” likened the child’s movement away from the parent to the petals of a daisy.	John Bowlby, seorang psikolog terkenal dari Inggris yang menciptakan <b>teori kelekatan</b> , mengibaratkan gerakan anak yang menjauh dari orang tuanya seperti kelopak bunga aster	4. 115

Menurut *Kamus Lengkap Psikologi* (Chaplin 2006, 42), *attachment* bermakna “1. satu daya tarik atau ketergantungan emosional antara dua orang; 2. Dalam anatomi, kaitan antara dua bagian khususnya antara otot-otot dengan tulang-tulangnyanya; 3. Kaitan stimulus-respon, kaitan perangsang-reaksi.”

Menurut *The Dictionary of Psychology* (2002, 75), *attachment theory* adalah “*a point of view that there is a tendency of humans to make strong affectional bonds to selected others. Separation before adulthood will give rise to a variety of psychological and physical problems.*”

Saya memutuskan untuk menerjemahkan *attachment theory* menjadi *teori kelekatan*. Penerjemahan ini menunjukkan fenomena *calque*. Istilah *teori kelekatan* saya temukan dalam beberapa tulisan terkait dengan bidang psikologi perkembangan, di antaranya:

a. **Teori kelekatan** yang semula digunakan untuk menjelaskan hubungan orang tua-anak telah diaplikasikan dalam berbagai interaksi sosial pada masa dewasa. ([http://avin.staff.ugm.ac.id/data/karyailmiah/modelteoritis\\_avin.pdf](http://avin.staff.ugm.ac.id/data/karyailmiah/modelteoritis_avin.pdf), 8 Mei 2009)

b. **Teori kelekatan** menjelaskan dasar-dasar ikatan afeksional seseorang dengan orang lain. ([http://avin.staff.ugm.ac.id/data/jurnal/gayakelekatan\\_avin.pdf](http://avin.staff.ugm.ac.id/data/jurnal/gayakelekatan_avin.pdf), 8 Mei 2009)

c. Pada masa bayi dan kanak-kanak awal terjadi hubungan ibu-anak yang khas, yang pertama kali dikenalkan oleh Bowlby dengan **teori kelekatan** (*attachment*). (<http://www.kalbe.co.id>, 8 Mei 2009)

Walaupun istilah itu diterjemahkan secara literal dari BSu, strukturnya tetap disesuaikan dengan struktur BSa, yakni dari MD menjadi DM.

#### 4. attention span

TSu	TSa	Paragraf
To top it off, their <b>attention spans</b> are less than half that of an adult's.	Lebih parah lagi, <b>rentang perhatian</b> mereka kurang dari setengah orang dewasa.	4. 207

Menurut *The Dictionary of Psychology* (2002, 76), *attention span* adalah “*1. The length of time an individual can concentrate on one topic; 2. The number of objects that can be distinctly perceived in one brief presentation. Also known as apprehension span, span of apprehension, span of attention.*”

Definisi pertama sesuai dengan konteks paragraf yang diperjelas dalam kalimat “*All of this makes staying willingly at the table a challenge.*” Dalam *Kamus Lengkap Psikologi* (Chaplin 2006, 476), *attention span* bermakna “lamanya minat seseorang pada suatu objek atau peristiwa.”

Saya menerjemahkan *attention span* dengan menggunakan prosedur *calque*, sehingga terjemahannya menjadi *rentang perhatian*. Dalam *Kamus Besar Bahasa Indonesia* (2007, 948) yang menyatakan “*rentang* n. uluran”, konteks paragraf tidak tergambar sama sekali.

*Kamus Inggris-Indonesia* (1997, 542) menyatakan “*span* 1. jengkal; 2. masa; 3. jangka, waktu; 4. rentang.” Dalam pengertian ini, padanan yang paling dekat dengan definisi BSu adalah makna no 2 dan 3. Namun, karena faktor kelaziman, saya tidak menggunakan makna no 2 atau 3, melainkan no 4.

Istilah *rentang perhatian* lazim digunakan. Itu terbukti dari beberapa artikel yang menggunakan istilah *rentang perhatian*, diantaranya:

- a. Jika anak usia 2 tahun bermain dengan mainan selama setengah jam, berarti **rentang perhatiannya** termasuk panjang. Sebaliknya, jika setiap hari ia hanya bermain beberapa menit, diindikasikan rentang perhatiannya pendek. (<http://pengasuhan.blogspot.com>, 8 Juni 2009)
- b. Tandanya, Anda perlu berkonsultasi dengan ahli atas kemungkinan si kecil punya masalah **rentang perhatian** pendek yang sifatnya permanen, akibat adanya masalah neurologis, yang mungkin berkaitan dengan gangguan ADD (*attention deficit disorder*) atau ADHD (*attention deficit hyperactive disorder*). (<http://www.ayahbunda.co.id>, 8 Juni 2009)
- c. Sementara anak yang energik (senang bergerak) umumnya akan memiliki **rentang perhatian** yang lebih rendah serta mudah teralihkan. (<http://orangtua-super.blogspot.com>, 8 Juni 2009)

## 5. tattling

TSu	TSa	Paragraf
Tattling	Kebiasaan Mengadu	3.89

Istilah *tattling* muncul pertama kali sebagai judul subbab. *Tattling* merupakan bentuk nomina dari *tattle* (verba). *Oxford Advanced Learner's Dictionary* (2000, 1331) menyatakan “*tattle v to tell somebody, especially sb in authority, about sth bad that sb else has done.*”

Dalam psikologi perkembangan, *tattling* merupakan salah satu bentuk tingkah laku anak. Dalam <http://interchildrelationships.suite101.com/article.cfm> (5 April 2009) dinyatakan “*Essentially, tattling is a social behavior where one child seeks to get another child in trouble for an offense about which the adult does not want or need to know.*” Menurut Lori Listug-Lunde, dalam <http://specialedandme.wordpress.com> (5 April 2009), *tattling* merupakan “*a typical behavior for toddlers and preschoolers.*” Soemiarti Patmonodewo (komunikasi pribadi, 14 Oktober 2009) juga mengatakan bahwa salah satu bentuk tingkah laku yang khas pada anak adalah mengadu. Hal itu dilakukan untuk mencari perhatian. Namun, kebiasaan itu harus dihentikan dengan cara memahami anak mana hal yang perlu diberitahukan kepada orang tua dan mana yang tidak perlu.

Berdasarkan penjelasan di atas, saya menerjemahkan *tattling* menjadi *kebiasaan mengadu*. Kata *kebiasaan* juga ditambahkan agar sesuai dengan konteks dalam paragraf selanjutnya yang menggambarkan bahwa aktivitas mengadu itu dilakukan berulang-ulang. Menurut *Kamus Besar Bahasa Indonesia* (2007, 146), *kebiasaan* “n. 1. sesuatu yang biasa dikerjakan dsb.” Adapun *mengadu* (*KBBI* 2007, 9) adalah “v. 7. menyampaikan sesuatu yang memburuk-burukkan orang lain.” Terdapat pergeseran unit dari kata *tattling* menjadi frasa *kebiasaan mengadu*.

## 5.2 Nama Diri

Masalah kesepadanan juga muncul dalam penerjemahan nama diri. Itu karena tidak semua nama diri dan idiom dikenal dalam budaya BSa. Nama diri dalam anotasi ini adalah kata yang hanya ada dalam kebudayaan masyarakat penutur BSu, yakni kebudayaan Amerika Serikat. Kata itu dapat berupa benda, tayangan televisi, dan aktivitas dalam budaya BSu. Sama halnya dengan istilah,



nama diri juga diklasifikasi menjadi dua, yakni yang dipertahankan dan yang diterjemahkan.

### 5.2.1 Nama Diri yang Dipertahankan

Nama diri sudah dikenal dalam masyarakat BSa diterjemahkan tetap memertehankan bentuk dan maknanya sehingga prosedur transferensi yang digunakan. Contohnya adalah pemertahanan nama diri *Play-Doh* karena sudah dikenal dalam budaya pembaca TSa. Jika nama diri tidak dipahami atau tidak dikenal oleh pembaca sasaran, tetapi tetap dipertahankan, saya memberikan penjelasan tambahan melalui prosedur penerjemahan berkonteks. Contohnya adalah *Father Knows Best* dipertahankan dan diberi penjelasan tambahan *serial komedi*.

#### 1. Father Knows Best

TSu	TSa	Paragraf
Dinnertime at Robert Anderson's house in the old television show <b>Father Knows Best</b> is a far cry from most people's reality today.	Suasana makan malam di rumah Robert Anderson dalam <b>serial komedi Amerika <i>Father Knows Best</i></b> sangat jauh berbeda dengan kenyataan saat ini.	4. 207

*Father Knows Best* adalah judul serial komedi Amerika yang ditayangkan tidak hanya di televisi tetapi juga disiarkan di radio. Informasi ini saya dapatkan dari [http://en.wikipedia.org/wiki/Father\\_Knows\\_Best](http://en.wikipedia.org/wiki/Father_Knows_Best) (28 Juli 2009) yang menyatakan "*Father Knows Best is an American radio and television comedy series which portrayed middle class family life in the Midwest. It was created by writer Ed James in the 1940s.*"

Dalam TSu sudah ada keterangan *old television show*. Keterangan itu diberikan karena nama itu tidak lagi dikenal di Amerika Serikat. Meski demikian, saya tidak menerjemahkan keterangan itu. Saya menggunakan prosedur

penerjemahan berkonteks dengan menambahkan frasa *serial komedi Amerika* agar lebih jelas bagi pembaca.

## 2. Play-Doh

TSu	TSa	Paragraf
Watch preschool children at a <b>Play-Doh</b> table.	Perhatikan anak prasekolah saat bermain <b>Play-Doh</b> .	3.12

Saya mempertahankan merek dagang *Play-Doh* dengan menggunakan prosedur transferensi. Alasan pemertahanan adalah merek dagang itu telah dikenal di masyarakat BSa. Hal itu dibuktikan dengan survei yang saya lakukan terhadap 20 taman kanak-kanak (TK) di Jakarta Pusat. Survei dilakukan melalui telepon. Dari 20 taman bermain yang terdapat dalam <http://www.ceriacerdas.com>, 14 di antaranya mengenal dan menggunakan *Play-Doh*. Enam TK lain tidak dapat saya survei karena dalam daftar itu tidak tercantum nomor teleponnya.

## 3. Blackberry

TSu	TSa	Paragraf
Turn on the answering machine and turn off your <b>Blackberry</b> , the television, and your work brain.	Nyalakan mesin penjawab telepon dan matikan <b>Blackberry</b> , televisi, dan berhenti memikirkan pekerjaan.	4. 210

Prosedur transferensi saya pilih untuk menerjemahkan merek dagang *Blackberry*. Prosedur itu dipilih karena merek dagang ini sudah begitu dikenal di budaya pembaca sasaran.

Dalam <http://en.wikipedia.org/wiki/Blackberry> (28 Juli 2009), dinyatakan “*BlackBerry* adalah perangkat genggam nirkabel yang memiliki kemampuan layanan *push e-mail*, telepon selular, sms, faksimile, Internet, menjelajah Internet, dan berbagai kemampuan nirkabel lain.”

#### 4. Cheetos

TSu	TSa	Paragraf
In fact, it is amazing how most American preschool-age children subsist on some version of the “Orange Diet”: macaroni and cheese, pizza, grilled cheese, plain pasta with chicken nuggets, Cheezits (or <b>Cheetos</b> or Goldfish), and carrots, the lone vegetable!	Betapa menakjubkan bagaimana anak usia prasekolah di Amerika Serikat bertahan hidup hanya dengan mengonsumsi “makanan berwarna oranye” seperti makaroni dan keju, piza, keju panggang, pasta dengan chicken nugget, camilan <i>Chitato</i> (atau <b>Cheetos</b> atau <i>Chiki</i> ), dan wortel—satu-satunya sayuran!	4. 124

Menurut <http://id.wikipedia.org/wiki/Cheetos> (18 Juli 2009) *Cheetos* adalah adalah sebuah merek keripik renyah yang diproduksi oleh *Frito-Lay*, keripik ini terasa renyah dan berlubang-lubang di dalamnya. Keripik ini dengan berbagai rasa, tetapi yang paling populer adalah keju. Saya memutuskan untuk memertahankan merek dagang ini karena *Cheetos* sudah dikenal oleh pembaca TSa. Di Indonesia, *Cheetos* diproduksi oleh PT. Indofood Fritolay, dan tersedia dengan tiga rasa, yaitu keju Amerika, ayam panggang, dan jagung manis. (<http://id.wikipedia.org/wiki/Cheetos> (18 Juli 2009))

#### 5.2.2 Nama Diri yang Diterjemahkan

Prosedur pemadanan kultural digunakan untuk menerjemahkan nama diri yang tidak dikenal oleh masyarakat BSa tetapi memiliki karakteristik yang sama dengan yang ada di budaya BSa. Dengan demikian, saya mencari padanan nama diri yang sejenis tetapi sudah dikenal dalam budaya BSa. Contoh dalam tugas akhir ini adalah penerjemahan merek dagang sereal *Cheerios* menjadi *Coco Crunch* yang sudah sangat dikenal oleh pembaca TSa.

## 1. Band-Aid

TSu	TSa	Paragraf
“Do you need a <b>Band-Aid</b> ?”	“Kamu perlu <b>plester</b> ?”	3. 31

*Band-Aid* adalah sebuah merek dagang. Informasi ini saya peroleh dari <http://en.wikipedia.org/wiki/Band-Aid> (5 April 2009) yang menyatakan “*Band-Aid is the brand name for Johnson & Johnson's line of adhesive bandages and related products.*”

Merek *Band-Aid* dalam TSu tidak penting. Merek ini merupakan metonimi dari *plester*. Menurut *Kamus Besar Bahasa Indonesia* (2007, 883), *plester* bermakna “perekat untuk menampal (menutup) luka dsb.” Dalam budaya BSa, kata *plester* lebih dikenal daripada *Band-Aid*. Lagi pula dalam konteks ini artinya memang *plester*, bukan *plester* merek tertentu. Oleh karena itu, saya menerjemahkan *Band-Aid* menjadi *plester*. Prosedur penerjemahan yang digunakan dalam menerjemahkan merek dagang *Band-Aid* adalah pepadanan kultural.

## 2. Cheezits dan Goldfish

TSu	TSa	Paragraf
In fact, it is amazing how most American preschool-age children subsist on some version of the “Orange Diet”: macaroni and cheese, pizza, grilled cheese, plain pasta with chicken nuggets, <b>Cheezits</b> (or Cheetos or <b>Goldfish</b> ), and carrots, the lone vegetable!	Betapa menakjubkan bagaimana anak usia prasekolah di Amerika Serikat bertahan hidup hanya dengan mengonsumsi “makanan berwarna oranye” seperti makaroni dan keju, piza, keju panggang, pasta dengan <i>chicken nugget</i> , <i>Chitato</i> (atau <i>Cheetos</i> atau <i>Chiki</i> ), dan wortel—satu-satunya sayuran!	3. 31

*Cheezits* dan *Goldfish* adalah merek dagang camilan yang dikenal oleh masyarakat BSu. Dalam <http://en.wikipedia.org/wiki/Cheez-It> (18 Juli 2009) dinyatakan “*Cheez-It crackers are an American snack food manufactured by the Kellogg Company.*” Dalam [http://en.wikipedia.org/wiki/Goldfish\\_\(snack\)](http://en.wikipedia.org/wiki/Goldfish_(snack)) (18 Juli 2009) dijelaskan “*Goldfish are American snack crackers manufactured by Pepperidge Farm. The crackers come in several flavors and are shaped and colored like small, cartoonish goldfish.*”

Meskipun *Cheezits* dan *Goldfish* adalah merek dagang, saya tetap menerjemahkannya dengan merek dagang Indonesia: *Chitato* dan *Chiki* yang lebih dikenal oleh pembaca TSa. Menurut Grace Wiradisastra, yang sebenarnya dipentingkan dalam konteks ini bukanlah merek dagangnya tetapi fakta bahwa anak-anak, terutama di Amerika Serikat, tetap sehat walaupun mengonsumsi camilan.

Untuk memperjelas konteks itu bagi pembaca TSa, harus dicari merek dagang camilan yang dikenal dalam masyarakat BSa dan berwarna jingga. Akhirnya, saya memutuskan untuk menggunakan prosedur pepadanan kultural menjadi *Chitato* dan *Chiki* mengingat bahwa kedua merek dagang itu sudah dikenal dan berwarna jingga terutama untuk varian yang rasa keju.

### 3. Cheerios

TSu	TSa	Paragraf
And thereafter you stuck various things in his precious little mouth to stop that outrageous screaming— breast, bottle, juice, <b>Cheerios</b> , Goldfish, and so on as he got older and louder.	Setelah itu, untuk menghentikan teriakannya yang bising, Anda pun memasukkan beragam makanan ke mulut kecilnya yang berharga, seperti ASI, susu botol, jus, <b>Coco Crunch</b> , <b>Chiki</b> dan sebagainya seiring dengan pertumbuhannya dan teriakannya	4. 142

	yang semakin keras.	
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*Cheerios* adalah merek dagang untuk sereal sarapan (<http://en.wikipedia.org/wiki/Cheerios>, 18 Juli 2009). Namun, karena merek dagang ini tidak dikenal di budaya BSa, saya memutuskan untuk menggunakan prosedur pemadanan kultural.

Saya menerjemahkan *Cheerios* menjadi *Coco Crunch* karena merek dagang itu lebih dikenal di kalangan pembaca TSa. Selain itu, keduanya memiliki kesepadanan yaitu sama-sama sereal sarapan.

#### 4. Fourth of July

TSu	TSa	Paragraf
Each of us has food associations. Eating certain foods reminds us of specific people (Grandma's chicken soup), events (hot dogs with pickle relish on <b>Fourth of July</b> ), and holidays (what's Christmas without fruitcake?).	Setiap orang punya asosiasi tertentu dengan makanan. Beberapa jenis makanan mengingatkan kita pada orang yang istimewa (sup ayam buatan nenek), peristiwa (hotdog campur acar <b>sambil nonton pawai kemerdekaan</b> ), dan hari libur (Natal tak lengkap tanpa fruitcake).	4. 111

*Fourth of July* atau 4 Juli adalah hari Kemerdekaan Amerika Serikat. Namun, menimbang bahwa tidak semua orang mengetahui tanggal itu, saya memutuskan untuk memilih padanan dengan menggunakan ungkapan yang lebih umum. Ungkapan *sambil nonton pawai kemerdekaan* dapat dengan mudah membentuk citra mental pembaca TSa daripada tanggal 4 Juli. Selain itu, dalam budaya BSa, selain mengadakan berbagai lomba, salah satu kegiatan yang juga dilakukan setiap hari kemerdekaan adalah melakukan pawai.

### 5.3 Nama Jenis

Nama jenis terdiri dari nama jenis makanan dan sayur. Untuk kelompok ini ada yang dipertahankan karena sudah lazim di budaya BSu dan ada yang diterjemahkan.

#### 5.3.1 Nama Jenis yang Dipertahankan

Prosedur yang saya gunakan adalah transferensi dan naturalisasi. Pemilihan prosedur itu karena faktor kelaziman dalam budaya BSa.

##### 1. okra

TSu	TSa	Paragraf
My friend Ralph tells me that he absolutely hated <b>okra</b> as a child and wouldn't be found dead eating it.	Teman saya Ralph mengatakan bahwa ia sangat benci <b>sayur okra</b> pada masa kecilnya dan tak pernah mau memakannya.	4. 111

Saya menerjemahkan *okra* dengan menggunakan prosedur penerjemahan berkonteks. Kata *sayur* saya tambahkan agar pembaca TSa paham. *Okra* memang sejenis sayuran. Dalam <http://sains.kompas.com/read> (25 Mei 2009) disebutkan “okra yang dikenal masyarakat Suku Dayak Kalteng dengan nama jagung belanda merupakan jenis sayuran yang sudah dibudidayakan secara turun-temurun, tetapi produksinya masih terbatas.”

Dalam <http://www.tanindo.com/abdi7/hal1401.htm> (25 Mei 2009) juga dijelaskan “selama ini tanaman sayur okra banyak diambil buah mudanya yang berbentuk silindris meruncing untuk sayur.”

Penentuan okra sebagai sayur juga dapat dilihat dari cara mengolahnya. Sayur okra biasanya diolah menjadi sup bening, atau ditumis dengan daging atau makanan laut. <http://budiboga.blogspot.com> (25 Mei 2009). Bahkan, okra juga dapat dimakan mentah dan diolah menjadi salad atau acar (<http://southernfood.about.com/library/weekly/aa081401a.htm>, 25 Mei 2009).

## 2. zucchini

TSu	TSa	Paragraf
How funny it was that the child whose mother claimed she “didn’t eat anything” was always the first at the cooking table, helping to prepare raw cabbage, green peppers, celery, cucumbers, <b>zucchini</b> , and so on.	Betapa lucunya saat seorang anak yang ibunya pernah mengeluh dia “susah makan” justru paling rajin membantu menyiapkan sayuran mentah, seperti kubis, paprika hijau, seledri, ketimun, dan <b>zucchini</b> , dan lain-lain.	4. 125

Dalam <http://en.wikipedia.org/wiki/Zucchini> (18 Juli 2009) dijelaskan “*Zucchini or courgette is a small summer squash. Along with some other squashes, it belongs to the species Cucurbita pepo.*” Dalam sumber yang sama juga dijelaskan “*In a culinary context, zucchini is treated as a vegetable, which means it is usually cooked and presented as a savory dish or accompaniment.*”

Menurut <http://food.detik.com> (18 Juli 2009), bentuk dan warna *zucchini* mirip timun hijau hanya saja lebih licin. Jika diiris maka tampak biji yang halus kecil dan permukaan dagingnya yang empuk. Rasanya manis renyah sedikit berair.

Saya menggunakan prosedur transferensi untuk menerjemahkan *zucchini*. Prosedur itu saya pilih karena *zucchini* sudah banyak dijual di Indonesia. Saya melakukan survei ke supermarket untuk mencari tahu nama sayuran ini dalam BSa. Ternyata di supermarket itu tertulis *zucchini* untuk jenis sayuran itu.

## 3. casseroles

TSu	TSa	Paragraf
Save your <b>casseroles</b> for company.	Simpan saja <b>kaserol</b> itu untuk tamu.	4. 138



Menurut *Oxford Advanced Learner's Dictionary* (2000, 181) *casserole* bermakna “*noun* 1. a hot dish made with meat, vegetables, etc. that are cooked slowly in liquid in an oven. 2. a container with a lid used for cooking meat, etc. in liquid in an oven.” Dengan demikian, *casserole* mengacu pada sejenis masakan dan wadah yang digunakan untuk memasaknya.

Saya menerjemahkan *casseroles* dengan menggunakan prosedur naturalisasi, sehingga terjemahannya menjadi *kaserol*. Kata *kaserol* ternyata sudah lazim digunakan dalam masyarakat BSa. Berikut adalah kelaziman penggunaan kata *kaserol*:

1. Pasta buatan Amerika sering dibuat dari campuran tepung terigu Farina dan Semolina, sehingga mempunyai tekstur yang lebih lembut untuk dijadikan hidangan seperti **kaserol**. (<http://id.wikipedia.org/wiki/Pasta>, 25 Mei 2009)

2. **Kaserol** aslinya berasal dari kata *casserole* yaitu piranti masak yang terbuat dari metal atau bahan panas lain yang dilengkapi tutup dan didesain untuk proses memasak yang lama dalam oven. (<http://www.republika.com>, 25 Mei 2009)

3. **Kaserol** Roti Lapis Daging bisa menjadi pilihan menu sarapan yang sehat dan padat gizi. (<http://www.lintasberita.com/Lifestyle>, 25 Mei 2009)

Resep masakan juga ada yang menggunakan *kaserol* seperti *Kaserol Kentang* (<http://default.tabloidnova.com>, 25 Mei 2009) dan *Kaserol Kentang-Kembang Kol* (<http://female.kompas.com>, 25 Mei 2009)

Dalam menerjemahkan *casseroles*, terjadi perubahan gramatikal BSu ke BSa (transposisi) yaitu dari bentuk jamak ke bentuk tunggal. Itu terjadi karena dalam BSa tidak dikenal pemarkah jamak sebagaimana dalam BSu.

### 5.3.2 Nama Jenis yang Diterjemahkan

Prosedur pemadanan kultural digunakan untuk menerjemahkan nama jenis yang tidak dikenal dalam budaya BSa.

### 1. lima beans

TSu	TSa	Paragraf
And while your child might rather eat worms than try <b>lima beans</b> now, later on he may eat them because they remind him so fondly of what you made every Sunday night.	Walau saat ini anak mungkin lebih suka makan cacing daripada makan <b>kacang merah</b> , di kemudian hari mereka akan memakannya karena membuat mereka terkenang pada masakan Anda setiap Minggu malam.	4. 111

Lima beans masuk ke dalam spesies *Phaseolus lunatus*. Informasi ini saya peroleh dari [http://en.wikipedia.org/wiki/Phaseolus\\_lunatus](http://en.wikipedia.org/wiki/Phaseolus_lunatus) (28 Juli 2009) yang menyatakan “*Phaseolus lunatus is a legume. It is grown for its seed, which is eaten as a vegetable. It is commonly known as the lima bean or butter bean.*”

Dalam [usaaid.gov/pdf\\_docs/PNADP837.pdf](http://www.usaid.gov/pdf_docs/PNADP837.pdf) dijelaskan “*Lima beans or Phaseolus lunatus is commonly grown for its edible seeds. It is one of the more important legumes in the United States, Madagascar, and Peru, where it is produced on a commercial scale.*”

Saya juga menemukan beberapa artikel yang memuat frasa *kacang lima* sebagai terjemahan dari *lima beans*.

1. Fanesca, sup yang terkenal di Ekuador dibuat dengan berbagai jenis kacang-kacangan menurut musim seperti kacang hijau, **kacang lima**, kacang lupini, kacang fava atau chochos yang mengandung susu. (<http://id.wikipedia.org/wiki/Ekuador>, 28 Juli 2009)
2. Berhati-hatilah karena tidak semua kacang polong dan tanaman polong baik bagi Anda. Beberapa seperti kacang merah, **lima**, navy, dan garbanzo dapat mengandung lektin yang menurunkan insulin. (<http://books.google.co.id/books>, 28 Juli 2009)

3. Jenis kacang-kacangan yang diserang antara lain adalah kedelai, ..., **kacang lima**, kacang buncis (<http://www.pustaka-deptan.go.id>, 28 Juli 2009)

Namun, saya tidak menerjemahkan *lima beans* menjadi *kacang lima*. Menurut saya, *kacang lima* kurang dikenal di masyarakat BSa. Citra mental *kacang lima* akan lebih sulit tergambar pada pembaca TSa daripada *kacang merah* yang sudah sangat dikenal. Kacang merah sendiri juga berasal dari genus *Phaseolus*.

Tidak hanya itu, menurut Grace Wiradisastra, dalam komunikasi pribadi yang dilakukan pada tanggal 14 Oktober 2009, yang sebenarnya dipentingkan dalam kalimat adalah konteks bahwa anak tidak menyukai jenis makanan tertentu dalam hal ini *lima beans*. Untuk memperjelas konteks itu, sebaiknya jenis makanannya diganti dengan jenis yang sudah dikenal di masyarakat BSa dan yang juga tidak disukai anak. Atas dasar itulah saya menerjemahkan *lima beans* dengan pepadanan kultural menjadi *kacang merah*.

## 5.4 Idiom

Masalah kesepadanan juga muncul dalam penerjemahan idiom. Itu karena tidak semua idiom dikenal dalam budaya BSa. Yang termasuk ke dalam idiom adalah berbagai ungkapan khas yang ada dalam budaya BSu. Karena memiliki makna tertentu, idiom harus diterjemahkan dengan hati-hati. Idiom diterjemahkan menjadi idiom jika ada padanannya dalam BSa. Namun, jika tidak ada, idiom diterjemahkan melalui prosedur parafrasa.

### 5.4.1 Idiom dipadankan dengan idiom

Menurut Baker (1992), penerjemahan idiom dapat dilakukan dengan idiom dengan bentuk dan makna yang sama. Contoh dalam tugas ini adalah idiom *losing face* diterjemahkan menjadi *kehilangan muka*. Selain itu, penerjemahan juga dapat dilakukan dengan menggunakan idiom yang maknanya sama tetapi bentuknya

berbeda. Misalnya, idiom *it will come out in the wash* saya terjemahkan menjadi idiom *badai pasti berlalu*.

### 1. forbidden fruit

TSu	TSa	Paragraf
Children who are given unreasonably strict limits about food (unrelated to allergies) will search out the <b>forbidden fruit</b> elsewhere.	Anak yang makanannya dibatasi secara ketat tanpa alasan yang jelas (bukan karena alergi) akan mencari <b>buah terlarang</b> itu di tempat lain.	4. 135

Untuk menerjemahkan idiom di atas, saya menggunakan prosedur yang ditawarkan oleh Baker (1992, 72) yaitu menerjemahkan dengan idiom yang makna dan bentuknya sama.

Menurut *Oxford Advanced Learner's Dictionary* (2000, 500), *forbidden fruit* adalah idiom yang bermakna “*a thing that is not allowed and that therefore seems very attractive.*” Penggunaan idiom ini sangat sesuai dengan konteks kalimat. Anak yang dilarang memakan makanan tertentu tanpa alasan yang jelas justru akan mencari dan mendapatkan makanan itu di tempat lain.

Idiom ini sangat dikenal terutama oleh penganut agama Kristen dan Islam. Dalam BSa, *forbidden fruit* dikenal sebagai buah khuldi. Dalam *Kamus Besar Bahasa Indonesia* (2007, 166) buah khuldi adalah buah larangan yang dimakan Nabi Adam dan Siti Hawa di taman Firdaus. Namun, jika *forbidden fruit* diterjemahkan menjadi *buah khuldi*, konteks kalimat menjadi sulit dipahami. Menurut saya, padanan yang tepat untuk frasa ini yaitu *buah terlarang*. Dengan demikian, bentuk dan maknanya dapat dialihkan dengan baik ke dalam TSa.

### 2. losing face

TSu	TSa	Paragraf
In so doing, the child is not	Jika Anda melakukan itu, anak	3. 86

<b>losing face</b> but is learning the lesson of helping to repair the damage she may have done.	tidak akan <b>kehilangan muka</b> , tetapi belajar membantu memperbaiki kerusakan yang dibuatnya.	
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Pemadanan kultural saya pilih untuk menerjemahkan frasa *losing face*. <http://www.usingenglish.com/reference/idioms/j.html> (5 April 2009) menyatakan “*to lose face is to lose one’s reputation or standing.*”

Bahasa Indonesia memiliki padanan yang bentuk dan maknanya sama dengan idiom itu, yaitu kehilangan muka. Dalam *Kamus Besar Bahasa Indonesia* (2007, 401) *kehilangan muka* bermakna “*ki beroleh malu.*”

### 3. The cat was out of the bag

TSu	TSa	Paragraf
<b>The cat was out of the bag.</b> “I love sugar!”	<b>Sang katak akhirnya keluar dari tempurung.</b> “Aku suka gula!”	4. 133

Dalam <http://www.usingenglish.com/reference/idioms/j.html> (25 Mei 2009) dijelaskan “*If you accidentally reveal a secret, you let the cat out of the bag.*” Idiom ini digunakan penulis untuk menerangkan keadaan anak yang tadinya belum tahu apa-apa tentang enaknya rasa gula, kini mengetahuinya.

Keadaan seseorang yang kurang pengetahuannya, dalam bahasa Indonesia, digambarkan dengan peribahasa *bagai katak dalam tempurung*. Dalam [http://id.wikiquote.org/wiki/Bagai\\_katak\\_dalam\\_tempurung](http://id.wikiquote.org/wiki/Bagai_katak_dalam_tempurung) (25 Mei 2009) dijelaskan “*Bagai katak dalam tempurung: orang yang wawasannya tidak terlalu luas. Ia tidak tahu situasi lain, selain di sekitar tempatnya berada saja.*” Keadaan itu sangat menggambarkan keadaan anak yang belum tahu apa-apa soal gula.

Untuk menerjemahkan idiom *the cat out of the bag*, saya menggunakan prosedur pemadanan kultural. Namun, agar sesuai dengan konteks, struktur *bagai katak dalam tempurung* diubah menjadi *sang katak akhirnya keluar dari*

*tempurung*. Dalam bahasa Indonesia sebenarnya ada idiom *mengambil kucing dalam karung*. Akan tetapi, makna idiom itu sangat berbeda dengan konteks dalam buku.

#### 4. It will come out in the wash

TSu	TSa	Paragraf
It will come out in the wash	Badai pasti berlalu	

Idiom itu muncul sebagai sub bab yang menjelaskan bahwa sekalipun anak sering berkelahi demi memerebutkan perhatian dan kasih sayang orang tua, pada akhirnya, mereka mendapatkan apa yang mereka butuhkan. Segala permasalahan yang berkaitan dengan hubungan antarsaudara kandung akan dapat terselesaikan. Untuk menggambarkan keadaan itu, penulis menggunakan idiom *it will come out in the wash* yang bermakna “*a problem will be solved or difficulties will disappear*” (<http://www.answers.com/topic/it-will-come-out-in-the-wash>, 5 April 2009).

Saya menggunakan prosedur yang ditawarkan oleh Baker yaitu menerjemahkan dengan menggunakan idiom yang memiliki makna sama, tetapi bentuk berbeda (1992, 74). Padanan yang tepat adalah badai pasti berlalu yang bermakna “segala penderitaan pasti ada akhirnya”. ([http://id.wikiquote.org/wiki/Badai\\_pasti\\_berlalu](http://id.wikiquote.org/wiki/Badai_pasti_berlalu), 5 April 2009)

#### 5. perfect angel

TSu	TSa	Paragraf
When one child is in the pill position, the other one is a <b>perfect angel</b> .	Ketika satu anak sedang rewel, yang lain menjadi <b>anak manis</b> .	

*Angel* bermakna “*noun* an innocent or gentle person.” (<http://www.merriam-webster.com/thesaurus/angel>, 5 April 2009) Dalam *Oxford*

*Advanced Learner's Dictionary* (2000, 40), *angel* bermakna “n 2. a person who is very good and kind; a child who behaves well.”

Dalam bahasa Indonesia, *anak manis* lazim digunakan untuk menyatakan anak yang bersikap baik. Dengan demikian, prosedur penerjemahan yang digunakan adalah pemadanan kultural.

## 6. take sides

TSu	TSa	Paragraf
By sympathizing with the victim, you are behaving like a judge, and while you will not tolerate hurting, you do not <b>take sides</b> .	Dengan bersimpati pada korban, Anda bertingkah laku seperti hakim. Saat Anda tak dapat menerima perlakuan melukai orang lain, jangan <b>berpihak</b> .	3. 36

Menurut <http://www.answers.com/topic/take-sides> (10 April 2009), *take sides* bermakna “*idiom; Take sides: Also, take someone's side. Support or favor one party in a dispute.*”

Prosedur pemadanan kultural saya gunakan untuk menerjemahkan idiom *take sides*. Padanan yang tepat adalah *berat sebelah*. Menurut *Kamus Besar Bahasa Indonesia* (2007, 871), *berpihak* bermakna “v mengikut (memilih) salah satu pihak.” Definisi ini sesuai dengan konteks orang tua tidak boleh memihak salah satu anak ketika perkelahian terjadi. Hal itu agar anak berhenti menggunakan perkelahian demi mendapat perhatian orang tua.

## 7. five food groups

TSu	TSa	Paragraf
Somehow you think that if the child eats three somewhat square meals a day, including a small representative from each of <b>the</b>	Anda berpikir bahwa jika anak makan besar tiga kali sehari dengan dengan sedikit <b>makanan empat sehat lima</b>	4. 110

<b>five food groups</b> , then you are a good parent.	<b>sempurna</b> , Anda adalah orang tua yang baik.	
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Dalam [http://www.thelovechef.com/kids/food\\_groups.html](http://www.thelovechef.com/kids/food_groups.html) (25 Juni 2009) disebutkan bahwa five food groups terdiri dari “*bread, rice, or cereals, fruits, vegetables, meat, and milk.*”

Dalam budaya BSa, ungkapan yang lazim digunakan adalah *makanan empat sehat lima sempurna*. Dalam BSu, konsep makanan empat sehat lima sempurna juga terdiri dari lima jenis makanan utama yakni nasi dan segala makanan yang mengandung karbohidrat, buah, sayur, daging dan ikan, serta susu.

#### 5.4.2 Idiom diterjemahkan melalui parafrasa

Menurut Baker (1992), jika tidak terdapat idiom yang maknanya sepadan dalam BSa, penerjemahan dapat dilakukan dengan prosedur parafrasa. Dalam tugas akhir ini, misalnya, idiom *in the same breath* diterjemahkan menjadi *secara bersamaan*.

##### 1. It is incumbent upon you

TSu	TSa	Paragraf
<b>It is incumbent upon you</b> , the parent, to try to make things fair.	<b>Wajib bagi Anda</b> sebagai orang tua untuk berusaha membuat segalanya adil.	3. 18

Menurut <http://www.answers.com/topic/incumbent-on> (5 April 2009), *incumbent upon* bermakna “*Imposed as an obligation or duty on, obligatory for.*” Untuk menerjemahkan idiom ini, saya menggunakan prosedur parafrasa. Menurut Baker (1992, 74), prosedur parafrasa dapat digunakan jika BSa tidak memiliki idiom yang memiliki makna dan bentuk idiom yang sama. Walaupun demikian, parafrasa tetap dapat mengalihkan pesan secara akurat. Padanan yang saya pilih adalah *wajib bagi kita*. Dalam hal ini saya hanya memertahankan makna bukan bentuk.



## 2. Left to their own devices

TSu	TSa	Paragraf
Left to their own devices, getting no attention for their fights, siblings will find a way to coexist, and that will likely include fighting now and then.	<b>Jika dibiarkan melakukan apa yang ia inginkan</b> dan perkelahianya tidak dihiraukan, anak akan menemukan cara untuk berdamai, termasuk bertengkar sesekali.	3. 29

Dalam <http://www.usingenglish.com/reference/idioms/j.html> (5 April 2009) dinyatakan “*If someone is left to their own devices, they are not controlled and can do what they want.*”

Karena ketiadaan padanan idiom yang tepat, parafrasa digunakan untuk menjelaskan idiom *left to their own devices*. Saya menerjemahkannya menjadi *jika anak dibiarkan melakukan apa yang ia inginkan*. Meskipun tidak mempertahankan bentuk, maknanya tetap teralihkan dan sesuai dengan konteks.

## 3. tongue-lashing

TSu	TSa	Paragraf
No finger wagging, no <b>tongue-lashings</b> about getting along and not fighting.	Tak ada jari yang menunjuk-nunjuk, tak ada <b>omelan</b> tentang pentingnya berdamai dan tidak berkelahi.	3. 51

Dalam <http://www.answers.com/topic/tongue-lashing> (10 April 2009), *tongue-lashing* bermakna “*n. Informal a scolding.*” Makna ini sesuai dengan konteks dalam buku. Namun, tidak ada padanan idiom dalam bahasa Indonesia yang sepadan dengan idiom itu. Oleh karena itu, penerjemahannya tidak menggunakan ungkapan yang figuratif. Bentuk idiom tidak dipertahankan, hanya makna yang dialihkan.

Saya memilih padanan *omelan*. Dalam *Kamus Besar Bahasa Indonesia* (2007, 798), *omelan* bermakna “*n* perkataan yang menyatakan kurang senang.” Dengan demikian, padanan dipilih yang wajar dan dapat mengalihkan makna secara utuh.

#### 4. jump down the children’s throat

TSu	TSa	Paragraf
Do not let it go one day and <b>jump down the children’s throat</b> the next.	Jangan melupakan batas toleransi Anda pada hari tertentu dan <b>jangan membentak</b> anak dengan peringatan yang lebih keras pada hari lain.	3. 51

Makna idiom ini dalam *Oxford Advanced Learner’s Dictionary* (2000, 701) adalah “*to react very angrily to somebody*.” Idiom itu untuk menggambarkan bahwa orang tua harus konsisten dalam menerapkan batas toleransi terhadap perkelahian anak. Tidak ada idiom dalam bahasa Indonesia yang mempunyai makna yang sepadan dengan *jump down the children’s throat*. Saya memilih parafrasa untuk mengungkapkan makna idiom itu.

Walaupun tidak memiliki makna figuratif, padanan *membentak* tetap dapat menyampaikan pesan dengan baik. Dalam *Kamus Besar Bahasa Indonesia* (2007, 134) kata *bentak* bermakna “*v*. membentak *v*. memarahi dengan suara keras; menghardik.” Jadi, saya hanya mempertahankan maknanya saja, bukan bentuknya.

#### 5. in the same breath

TSu	TSa	Paragraf
Don’t feel as if you have to praise them both <b>in the same breath</b> .	Jangan merasa seolah-olah Anda harus memuji mereka berdua <b>secara bersamaan</b> .	3. 79

Idiom *in the same breath* bermakna “1. Also, in one breath. At or almost at the same time. 2. not in the same breath. Not to be compared.” (<http://www.answers.com/topic/in-the-same-breath>, 5 April 2009)

Dalam bahasa Indonesia, tidak ada idiom yang mengungkapkan makna sama. Secara literal, idiom itu dapat diterjemahkan *dalam sekali tarikan napas*. Namun, ungkapan itu tidak sesuai dengan konteks yang mengungkapkan bahwa kedua anak tidak perlu sama-sama diberikan pujian jika salah satunya memang tidak berhak dipuji. Padanan *secara bersamaan* sesuai dengan makna idiom. Dalam TSa pun, padanan itu wajar dan mengungkapkan pesan dengan baik.

#### 6. wouldn't be found dead eating it

TSu	TSa	Paragraf
My friend Ralph tells me that he absolutely hated okra as a child and <b>wouldn't be found dead eating it.</b>	Teman saya Ralph mengatakan bahwa ia sangat <u>benci</u> sayur okra pada masa kecilnya dan <b>tak pernah mau memakannya.</b>	4. 111

Idiom *wouldn't be found dead* sama dengan *wouldn't be seen dead* (*in, at, etc.*) bermakna “*Informal to refuse to wear, to go (to), etc.*” (<http://www.thefreedictionary.com>, 25 Mei 2009)

Karena dalam BSa tidak ada idiom yang sepadan, saya memutuskan untuk menggunakan prosedur parafrasa *tak pernah mau*. Penambahan kata *pernah* untuk menegaskan konteks dalam kalimat yang menggambarkan tokoh Ralph tidak mau sekalipun makan sayur okra dalam kondisi dan situasi apa pun saat ia kecil. Walaupun tidak menggunakan idiom, pesannya tetap sampai kepada pembaca TSa.

#### 7. the kiss of death

TSu	TSa	Paragraf
Anything that is poured over	Apa pun yang dituangkan di atas	4. 138

toast is <b>the kiss of death</b> and will certainly go untouched on the plate.	roti bakar hanya <b>menghilangkan nafsu makannya</b> dan anak tak akan menyentuhnya.	
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*The kiss of death* adalah “*an action that means failure or ruin for someone, a scheme, a plan, etc.*” (<http://www.usingenglish.com/reference/idioms/j.html>, 5 April 2009)

Saya menggunakan prosedur parafrasa sehingga terjemahannya menjadi menghilangkan nafsu makan. Padanan itu sesuai dengan konteks dalam kalimat. Dalam menerjemahkan *the kiss of death* terjadi pergeseran kelas dari nomina menjadi verba dalam TSa.

### 8. picky eaters

TSu	TSa	Paragraf
Although <b>picky eaters</b> drive most parents wild (see page 72 for more about Picky Eaters), being a picky eater does not put a child at risk for overall nutritional deficiencies.	<b>Anak yang suka pilih-pilih makanan</b> memang membuat orang tua pusing (lihat halaman 72 untuk pembahasan Anak yang suka Pilih-pilih Makanan), tetapi dia tidak akan kurang gizi.	4. 123

Kata *eater* memang dapat diterjemahkan secara literal menjadi *pemakan*. Namun, kata *pemakan* memiliki makna luas. Dalam konteks ini, *eater* hanya mengacu kepada anak.

Sementara itu, kata *picky* dalam Kamus elektronik *Encarta Dictionary Tools* (2006) bermakna “*picky. adj. hard to please: having inflexible likes and dislikes and, therefore, being hard to please or satisfy.*” Oleh karena itu, *picky eaters* diterjemahkan dengan menggunakan prosedur penerjemahan deskriptif menjadi *anak yang suka pilih-pilih makanan*.

## 9. time-out

TSu	TSa	Paragraf
Give yourself a time-out.	Menyingkirlah dari tempat perkelahian.	3.50

*Kamus Inggris-Indonesia* (1997, 593) menyatakan “to take time-out: beristirahat sebentar.” Namun, menurut saya, definisi itu tidak mengandung komponen makna yang sama dengan *time-out* dalam konteks kalimat di atas. Jika menggunakan padanan itu, kalimat menjadi tidak wajar. Maka, terjemahannya menjadi *Menyingkirlah dari tempat perkelahian*. Terjemahan itu sesuai dengan konteks yang diperjelas dalam kalimat selanjutnya “*However, if that is just impossible, another option is to remove yourself from the scene.*” Dalam memilih padanan itu, saya menggunakan prosedur parafrasa. Dalam hal ini, padanannya secara semantis berbeda, tapi makna yang disampaikan sesuai dengan konteks.

## 5.5 Metafora

Untuk menerjemahkan metafora, penerjemah harus memahami makna yang terkandung dalam bahasa figuratif. Sedapat mungkin, ia harus mencari metafora yang sepadan dalam BSa. Dalam tugas akhir ini, metafora yang ditemukan dalam TSu dipadankan dengan bentuk metafora yang dikenal dalam budaya BSa. Untuk metafora, Newmark (1988, 105) memberikan tiga cara penerjemahan metafora yaitu penerjemahan literal, pemertahanan objek perumpamaan sambil menambahkan interpretasi yang diinginkan, dan penerjemahan citra yang digambarkan tanpa menyebut objek.

### 1. what you have packed in that set of Samsonite

TSu	TSa	Paragraf
Your expectations for your children’s relationships are	Harapan akan hubungan anak Anda sangat dipengaruhi oleh	3.1

highly influenced by what you bring to your role as parent. It's <b>what you have packed in that set of Samsonite</b> previously discussed.	<b>pengalaman Anda sebagai anak.</b>	
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Sebelum menerjemahkan klausa *what you have packed in that set of Samsonite*, saya mencoba memahami bahwa kalimat kedua pada TSu di atas merupakan penjelasan dari klausa *what you bring to your role as parent* pada kalimat pertama. Jika saya menerjemahkan kedua kalimat TSu secara harfiah, kalimat yang dihasilkan tidak wajar. Oleh karena itu, saya menjadikannya satu kalimat dalam TSa.

*Samsonite* menjadi kata kunci dalam klausa itu. *Samsonite* merupakan sebuah perusahaan sekaligus merek dagang tas dan koper untuk perjalanan (<http://en.wikipedia.org/wiki/Samsonite>, 5 April 2009). Namun, dalam konteks ini, penulis menggunakan *Samsonite* sebagai metafora. Dalam TSu, penulis mencoba menggambarkan bahwa peran orang tua dalam mengasuh anak senantiasa dipengaruhi oleh cara mereka diasuh ketika kecil. Karena sebuah metafora, klausa *what you have packed in that set of Samsonite* tidak bisa diterjemahkan secara harfiah.

Saya menggunakan prosedur parafrasa untuk menerjemahkan metafora itu sehingga terjemahannya menjadi *pengalaman Anda sebagai anak*. *Kamus Besar Bahasa Indonesia* (2007, 26) menyatakan bahwa *pengalaman* adalah 'n yang pernah dialami (dijalani, dirasai, ditanggung, dsb). Menurut saya, terjemahannya sesuai dengan konteks yang menggambarkan bahwa pengalaman orang tua diasuh ketika kecil sangat mempengaruhi cara orang tua mengasuh ketika memiliki anak.

## 2. scrimmage

TSu	TSa	Paragraf
Sibling relationships provide a	Hubungan saudara kandung	3.3

ready-made <b>scrimmage</b> for the sport of interacting with others.	merupakan ajang latihan anak berinteraksi dengan orang lain.	
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Menurut Oxford Advanced Learner's Dictionary (2000, 1148) scrimmage adalah "3. (AmE) a practice game of American football, basketball, etc." Dalam kalimat di atas, *scrimmage* dipakai sebagai metafora. Penulis menyamakan interaksi dengan olahraga. Hal itu dapat terlihat dari ungkapan *for the sport of interacting with others*.

Konteks ini diperjelas lagi dengan kalimat selanjutnya "They offer continual practice for many of the social skills that your child will use when she is out in the real world." Dengan demikian, *scrimmage* tidak dapat diterjemahkan secara harfiah. Menurut saya, padanan yang sesuai adalah *ajang latihan*. Dengan demikian, saya hanya mempertahankan makna, bukan bentuknya.

### 3. the treasure

TSu	TSa	Paragraf
Even if the second child arrives when the first is still "too young to know better," even if both parents work outside the home and the child is accustomed to being with a caregiver full-time, the parent is still the <b>treasure</b> , and the child still wishes to have her all to herself.	Walaupun anak kedua lahir saat yang pertama masih "terlalu kecil untuk mengerti", orang tua tetap merupakan <b>orang kesayangan</b> bagi anak. Walaupun orang tua sibuk bekerja di luar rumah dan anak terbiasa dengan pengasuh sepanjang waktu, anak tetap menginginkan orang tua hanya untuknya.	3.9

Dalam paragraf 9, penulis menjelaskan bahwa anak juga harus berbagi segalanya termasuk orang tua. Dalam hal ini, anak menganggap orang tua sebagai sesuatu yang berharga yang tidak boleh dimiliki orang lain. Menurut *Oxford Advanced Learner's Dictionary* (2000, 1386), *treasure* bermakna “*n. 1 a collection of valuable things such as gold, silver, and jewelry; 2 a highly valued objects; 3 a person who is much loved or valued.*” Makna yang sesuai dengan konteks adalah makna yang ketiga. Dengan melihat makna ketiga itu, *treasure* saya diterjemahkan menjadi *orang kesayangan*.

#### 4. the greatest antidote

TSu	TSa	Paragraf
The greatest antidote to sibling shenanigans is to create a solid family base.	Jalan keluar terbaik untuk menghentikan kenakalan anak adalah dengan menciptakan pondasi keluarga yang kokoh.	3.105

Menurut *Oxford Advanced Learner's Dictionary* (2000, 44), *antidote* bermakna “*n. 1 a substance that controls the effects of a poison or disease; 2 anything that takes away the effects of sth unpleaseant.*” Yang sesuai dengan konteks kalimat adalah makna yang kedua.

Padanan yang sesuai adalah *jalan keluar terbaik*. Menurut Kamus Besar Bahasa Indonesia (2007, 452), *jalan keluar* adalah “*ki jalan pemecahan (untuk mengatasi suatu persoalan)*”. Dengan demikian, padanan ini sudah tepat karena sesuai dengan konteks mengatasi dan menghentikan perkelahian antarsaudara kandung.

#### 5. trick food

TSu	TSa	Paragraf
Just make sure that your offerings are foods that make a	Pastikan bahwa Anda menawarkan camilan yang	4.160



difference and are not “ <b>trick foods.</b> ”	bergizi dan bukan “ <b>makanan aspal (asli tapi palsu)</b> ”	
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Saya menerjemahkan *trick food* menjadi *makanan aspal (asli tapi palsu)* dengan menggunakan prosedur penerjemahan pemadanan kultural. Kata kuncinya adalah *trick*. Menurut *Oxford Advanced Learner’s Dictionary* (2000, 1388), *trick* bermakna “2. *something that confuses you so that you see, understand, remember, etc. things in the wrong way.*” Dalam konteks ini, *trick food* mengacu pada makanan cepat saji yang biasa disebut *junk food*. *Junk food* adalah istilah yang mendeskripsikan makanan yang tidak sehat atau memiliki sedikit kandungan nutrisi (id.wikipedia.org/wiki/Junk\_food, 24 Juni 2009). Banyak orang mengira bahwa makanan itu kaya nutrisi, padahal yang tinggi hanya kandungan lemak dan gula (<http://health.detik.com>, 24 Juni 2009). Itulah mengapa penulis menyebut makanan itu *trick food*.

Dalam budaya BSa, untuk menggambarkan kondisi suatu benda yang terlihat asli tetapi tidak memiliki kualitas seperti benda yang asli, ungkapan *asli tapi palsu* digunakan. Dalam konteks ini, makanan cepat saji terlihat kaya nutrisi, tetapi kenyataannya kandungan nutrisinya sedikit. Menurut saya, kondisi *trick food* seperti itu dapat tergambar dengan menggunakan padanan *aspal* dengan diberi keterangan tambahan (*asli tapi palsu*).

## 6. well-functioning adult

TSu	TSa	Paragraf
While single children grow up to be <b>happy, well-functioning adults</b> , there are few people who question the benefits that having siblings brings to a developing child.	Saat anak tunggal tumbuh menjadi <b>orang dewasa yang bahagia dan dapat memainkan perannya dengan baik</b> , ada segelintir orang yang mempertanyakan manfaat saudara kandung bagi	3.3

	perkembangan anak.	
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Kata kunci dalam frasa itu adalah *well-functioning*. Dalam *Oxford Advanced Learner's Dictionary* (2000, 522), kata *functioning* bermakna “*function v. to work in the correct way.*” Makna itu sesuai dengan yang dijelaskan oleh Grace Wiradisastra dalam komunikasi pribadi tanggal 14 Oktober 2009. Menurut ia, seseorang dikatakan *well-functioning* jika ia mampu melaksanakan fungsi dan perannya dengan baik. Dengan demikian, prosedur penerjemahan yang saya gunakan adalah prosedur deskriptif.

### 7. practice child

TSu	TSa	Paragraf
Your firstborn is your “ <b>practice child,</b> ” and everything you did was the first time with her.	Anak pertama adalah “ <b>ajang latihan</b> ”, dan Anda melakukan segala hal pertama kali dengannya.	3. 20

*Oxford Advanced Learner's Dictionary* (2000, 990) menyatakan “*practice n. 4 doing an activity or training regularly so that you can improve your skill.*” Konteks dalam kalimat sangat jelas menggambarkan bahwa orang tua belum cukup mahir ketika baru memiliki anak pertama. Dengan anak pertamalah orang tua belajar pertama kalinya terkait dengan pengurusan anak. Dengan demikian, pengalaman dengan anak pertama pada akhirnya dapat menjadikan orang tua lebih mahir ketika mengasuh anak kedua, ketiga, dan seterusnya. Hal ini diungkapkan dalam kalimat selanjutnya yaitu “*You are an old pro by the time you have the next child and are a very different parent by virtue of experience.*”

Jika diterjemahkan secara harfiah, ungkapannya menjadi tidak wajar dalam budaya BSa. Saya memutuskan untuk memadankan frasa *practice child* dengan *ajang latihan*. Kata *practice* dapat diterjemahkan secara harfiah menjadi *latihan*. Namun, saya tidak menerjemahkan kata *child* menjadi *anak* karena terjemahannya akan menjadi tidak wajar. Menurut saya, *ajang latihan* menjadikan

terjemahannya menjadi wajar dan memiliki makna yang sepadan dengan *practice child*.

### 8. Special Meal Chef

TSu	TSa	Paragraf
Beware of becoming the <b>Special Meal Chef</b> .	Jangan menjadi <b>Koki Santapan Istimewa</b> .	4. 167

Kata kunci pada frasa *the special meal chef* adalah *special*. Makna frasa *the special meal chef* diperjelas oleh konteks paragraf. Sebutan *special meal chef* diberikan kepada orang tua yang selalu memasak menurut selera masing-masing anggota keluarga. Dalam *Oxford Advanced Learner's Dictionary* (2000, 1240), makna *special* yang sesuai dengan konteks adalah “*adj. 4. used by or intended for one particular person or group of people.*”

Penulis memberikan julukan *chef* kepada orang tua seperti itu. Menurut *Oxford Advanced Learner's Dictionary* (2000, 210), *chef* bermakna “*n. Professional cook, especially the most senior in a restaurant, hotel, etc.*” Julukan *chef* memang sesuai karena *chef* pada dasarnya memasak sesuai dengan pesanan dan selera konsumen.

Saya menerjemahkan menjadi *koki santapan istimewa*. *Kamus Besar Bahasa Indonesia* (2007, 446) menyatakan “*istimewa a khas (untuk tujuan dsb yang tentu); khusus.*” Menurut saya, padanan ini sesuai mengingat *special meal chef* memasak makanan istimewa untuk masing-masing anggota keluarga.

### 9. good chair

TSu	TSa	Paragraf
There are scenes from your childhood dinner table, admonishments about putting your napkin on your lap and not	Ada juga adegan di meja makan saat orang tua mengingatkan Anda untuk menaruh serbet di atas	4. 109

<p>burping out loud, squabbles about who gets to sit in the “<b>good chair</b>,” and warnings about having to stay seated until everyone is finished.</p>	<p>pangkuan dan melarang Anda bersendawa dengan keras, saat bertengkar memperebutkan “<b>kursi favorit</b>”, dan saat orang tua mengingatkan Anda untuk tetap duduk sampai semua selesai makan.</p>	
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Frasa *good chair* saya terjemahkan menjadi *kursi favorit*. Kata *good* saya terjemahkan menjadi *favorit*. Menurut *Kamus Besar Bahasa Indonesia* (2007, 314), *favorit* bermakna “n 2 kesayangan; kegemaran.” Padanan *favorit* saya pilih karena melihat dari konteks kalimat. Di dalam kalimat itu terdapat pernyataan *squabbles about who gets to sit in the “good chair”*. Sesuatu yang menjadi favorit memang cenderung diperebutkan terutama oleh anak sehingga memancing perkelahian.

## 10. Tips and Scripts

TSu	TSa	Paragraf
<p><b>Tips and Scripts</b> for Dealing with Sibling Fights</p>	<p><b>Kiat dan Kalimat</b> untuk Menghadapi Perkelahian Antarsaudara Kandung</p>	<p>3. 25</p>

Menurut *Oxford Advanced Learner’s Dictionary* (2007, 1364), *tips* bermakna “*tip n 3. a small piece of advice about something practical.*” Dalam budaya BSu, kata *tips* sering berkolokasi dengan *scripts*. Dalam kamus yang sama halaman 1148, *script* bermakna “*n 1. a written text of a play, film/movie, broadcast, talk, etc.*” Jika *tips* berkaitan dengan tindakan atau langkah-langkah yang harus dilakukan, *scripts* berupa ucapan yang diujarkan kepada orang yang sedang dinasihati. Berikut adalah contoh penggunaan *tips and scripts* (<http://www.thenationalcampaign.org>, 5 Mei 2009):

<p>TIP: Why aren't more parents talking to their kids about relationships? Parents say the answer is simple: many of them freely admit that they don't know what to say, how to say it or when to start the conversation. In other words, if you have some concerns about discussing the boyfriend/ girlfriend (bf/gf) thing with your teenage son or daughter, you're not alone. And that's understandable—relationships can be a difficult topic to discuss with your children.</p>	<p>SCRIPT: I know that talking to me about your relationship with your bf/gf might be a bit awkward. Please understand that I'm interested because I care about you and I care about the things that are important to you. If you are involved with someone, I want to help you make sure that person is someone with whom you are comfortable, someone who supports you, someone who respects your ideas and opinions.</p>
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Menurut *Kamus Besar Bahasa Indonesia* (2007, 566), *kiat* bermakna “n akal (seni atau cara) melakukan; taktik.” Sedangkan pada kamus yang sama halaman 1237, *kalimat* adalah “n perkataan.” Kedua definisi itu sesuai dengan konteks. Dalam TSu, *kiat* berisi hal-hal yang harus dilakukan orang tua dalam menghadapi anak. Sedangkan *kalimat* mengacu pada kalimat yang menunjukkan ucapan orang tua kepada anak yang ditandai dengan tanda kutip.

Pemilihan padanan *kiat* dan *kalimat* juga berdasarkan pertimbangan bunyi. Pada *tips* dan *scripts* terdapat kesamaan bunyi. Saya memutuskan mencari padanan yang maknanya sama dan memiliki kesamaan bunyi.

## 5.6 Pilihan Kata

TSu	TSa	Paragraf
<p>“I <b>don't</b> know what happened, and I <b>do not</b> want to know.</p>	<p>“Mama <b>enggak</b> tahu apa yang terjadi, dan Mama <b>enggak</b> mau tahu.”</p>	<p>3. 33</p>

Masalah lain yang juga saya hadapai adalah memertahankan laras bahasa yang digunakan dalam TSu ke dalam TSa. Pemertahan itu dilakukan agar teks

dapat dialihkan sedekat dan sewajar mungkin dalam budaya BSa. Untuk itu, analisis terhadap laras bahasa dalam TSu perlu dilakukan terutama dalam salah satu subdimensi laras bahasa yakni *tenor* yang mengacu pada hubungan peran para partisipan yang terlibat. Hubungan peran itu akan menentukan derajat keresmian bahasa yang dipakai oleh para partisipan. Dengan demikian, *tenor* dapat mengacu ke ragam bahasa menurut derajat keresmianya. Karena partisipan yang terlibat adalah ibu dan anak, ragam bahasa yang digunakan dalam percakapan di atas adalah santai (casual). Ragam bahasa itu saya pertahankan dalam TSa. Agar terjemahan lebih wajar, saya menggunakan kata yang dikenal di wilayah Jakarta dalam menerjemahkan *don't* menjadi *enggak* karena lebih dikenal di wilayah lain di Indonesia. Hal itu terjadi karena berbagai tayangan televisi yang lebih banyak menggambarkan budaya Jakarta.

### 5.7 Pronomina

Dalam menerjemahkan pronomina dari bahasa Inggris ke bahasa Indonesia, penerjemah dihadapkan pada banyak pilihan pronomina. Agar tidak salah memilih, penerjemah harus melihat konteks TSu dan TSa dan hubungan pembicara dan lawan bicara. Menurut Baker (1992, 96), dalam beberapa bahasa termasuk bahasa Indonesia, gender, tingkat keakraban antarpembicara, dan pembicara melibatkan atau tidak orang yang diajak bicara, sangat penting dalam menentukan pronomina. Selain itu, menurut Hoed (1996), dalam menerjemahkan pronomina, penerjemah harus memerhatikan sifat interaksi antarpembicara. Dalam budaya BSa, pemilihan pronomina sangat penting dan harus memerhatikan siapa saja yang terlibat dalam percakapan.

#### 1. Orang Pertama

TSu	TSa	Paragraf
“I don’t know what happened, and I do not want to know.	“ <b>Mama</b> enggak tahu apa yang terjadi, dan <b>Mama</b> enggak mau tahu.”	3. 33

Dalam TSu, pronomina *I* mengacu pada *penulis* dan *mama*. Pronomina *I* yang terdapat dalam bentuk percakapan antara ibu dan anak seperti contoh di atas, diterjemahkan menjadi *Mama*. Hal itu karena dalam budaya B<sub>Sa</sub> orang tua tidak lazim menggunakan kata ganti *saya* atau *aku* ketika berbicara dengan anaknya. Atas dasar kelaziman dan hubungan pembicara dan lawan bicara pada kalimat di atas dan sejenisnya dalam TSa, saya menerjemahkan pronomina *I* menjadi *Mama*.

Pengacuan pronomina *I* kepada *mama* terjadi pada bentuk percakapan antara ibu dan anak yang memang banyak terdapat di TSu. Pemilihan kata *mama* dan bukan *papa* dilakukan karena konteks percakapan menunjukkan bahwa pembicaraan terjadi antara anak dan mamanya, bukan dengan papanya. Jika papa yang berbicara, penulis akan menunjukkan dengan menggunakan kata *Daddy* seperti contoh berikut:

TSu	TSa	Paragraf
<b>Daddy</b> exclaiming, “ <i>This is delicious. Who in the world made it?</i> ” can be a real motivator.	Pujian <b>papanya</b> seperti, “ <i>Makanan ini enak. Siapa yang membuatnya?</i> ” bisa menjadi motivasi.	4. 188

Selain dalam percakapan antara ibu dan anak, pronomina *I* juga digunakan oleh penulis untuk mengacu kepada dirinya seperti dalam contoh berikut:

TSu	TSa	Paragraf
<b>I</b> offer it as reassurance that, in the end, each of your children will get as much of you as she needs.	<b>Saya</b> memberikan ungkapan itu untuk membuat Anda kembali yakin bahwa, pada akhirnya, setiap anak akan mendapatkan apa yang ia butuhkan.	3. 23

Dalam hal ini, saya menerjemahkan *I* menjadi *saya*. Keputusan untuk menerjemahkan pronomina *I* menjadi *saya* atau *mama* diambil setelah menganalisis hubungan antara partisipan yang terlibat dalam percakapan. Dalam percakapan ibu dan anak, hubungan antar partisipan bisa dilandaskan pada

solidaritas dan kekuasaan terutama ketika ibu mengingatkan sang anak. Namun, karena faktor kelaziman dalam budaya BSA, *I* tetap diterjemahkan menjadi *mama*.

Berbeda halnya dengan dialog yang terjadi antara penulis dan pembaca. Hubungan antara partisipan dilandaskan pada hubungan kekuasaan. Dalam hal ini, penulis merupakan seorang pakar yang sangat berkompeten dalam bidang psikologi perkembangan. Sementara pembaca sasaran adalah orang tua yang merupakan masyarakat awam. Untuk mempertahankan *power* penulis, *I* diterjemahkan menjadi *saya*. Pemertahanan kekuasaan penulis tidak hanya didasarkan pada latar belakang penulis, tetapi juga pada jenis teks dan struktur kalimat dalam TSu. TSu adalah jenis teks operatif yang bertujuan mempengaruhi pembaca teks melakukan tindakan tertentu sesuai dengan yang dimaksudkan penulis. Tidak hanya itu, dalam TSu, kalimat imperatif banyak digunakan. Hal itu menunjukkan bahwa penulis tidak ragu-ragu menunjukkan kompetensinya dan menginginkan pembaca melakukan petunjuk yang diberikan oleh penulis.

## 2. Orang kedua

TSu	TSa	Paragraf
There are four things <b>you</b> must understand in order to successfully to deal with your children's fighting.	Ada empat hal yang harus <b>Anda</b> pahami untuk menghentikan perkelahian anak.	3. 16

Saya menerjemahkan pronomina orang kedua tunggal *you* menjadi *Anda*. Pronomina *Anda* memang membuat jarak antara penulis dan pembaca terasa lebih jauh. Namun, penggunaan pronomina itu dilakukan untuk mempertahankan *expert power* penulis. Menurut Hatim & Mason (1997), status sosial, usia, dan pengetahuan adalah faktor yang penting. Bahasa yang digunakan bisa bervariasi bergantung pada hubungan peran partisipannya apakah simetris atau asimetris. Hubungan asimetris terjadi antara pakar dan masyarakat awam. Hubungan inilah yang saya pertahankan agar penulis tidak kehilangan kekuasaannya sebagai pakar.

Menerjemahkan buku *Just Tell Me What to Say* ternyata tidak mudah.



Banyak permasalahan yang ditemukan terutama terkait dengan istilah, nama diri, idiom, dan metafora. Setiap permasalahan itu dapat dipecahkan dengan memilih prosedur yang tepat. Dalam menerjemahkan buku ini, prosedur yang sering dipakai adalah transferensi dan naturalisasi terutama dalam menerjemahkan istilah, nama diri, dan nama jenis. Prosedur lain yang sering digunakan adalah pemadanan budaya terutama jika saya menerjemahkan idiom dan metafora. Namun, jika tidak ditemukan padanan yang sesuai dalam BSA untuk idiom dan metafora, saya menggunakan prosedur parafrasa. Selain memilih prosedur yang tepat, mengumpulkan korpus pun perlu dilakukan untuk mengetahui apakah padanan yang dipilih sudah lazim dan berterima di kalangan pembaca TSA.

Dengan demikian, penguasaan bahasa, budaya, teks, konteks, metode, dan prosedur mutlak diperlukan agar dapat menyelesaikan permasalahan yang ditemui. Berbagai perubahan yang dilakukan tidak dimaksudkan untuk menghilangkan pesan yang terkandung dalam TSu, tetapi karena setiap bahasa memiliki ciri khas masing-masing. Oleh karena itu, anotasi diperlukan sebagai bentuk pertanggungjawaban penerjemah. Selanjutnya, kesimpulan seluruh tugas akhir ini akan diungkapkan pada Bab 6.