

Araştırma Makalesi

An Analysis of the Translation of Phrasal Verbs from English to Turkish Existing in “The Lottery” by Shirley Jackson

Shirley Jackson’ın “The Lottery” Adlı Eserinde Yer Alan Phrasal Verb’lerin İngilizceden Türkçeye Çevirisinin Analizi

İlknur BAYTAR¹

¹ Öğr. Gör. Dr., Kastamonu Üniversitesi, iozturk@kastamonu.edu.tr 

Abstract: It is widely known that phrasal verbs are used frequently in English. As phrasal verbs often have a meaning beyond the literal meaning of the components that make up them, transferring these expressions poses some challenges for the translators. Because it requires the translator to be proficient in the source and target languages. However, the translation of phrasal verbs is unavoidable and correct translation of phrasal verbs is important to convey the meaning to the target reader. Considering the explanations, the objective of the article is to illuminate how phrasal verbs are transferred from English to Turkish and to figure out the techniques used by translator. To serve this purpose, Shirley Jackson's “The Lottery” and its Turkish translation titled “Piyango” translated by Armağan İlkin were chosen. And the phrasal verbs in the source text were identified and the techniques used by the translator while translating these phrasal verbs to Turkish, were decided in the framework of the methods put forward by Newmark (1981: 39) that are communicative and semantic translation. To talk about the outcomes; it was found out that the translator used both semantic and communicative translation, but preferred the semantic translation method the most.

Keywords: Translation, Phrasal verbs, Newmark, Semantic translation, Communicative translation

Atıf: Baytar, İ. (2025). “An Analysis of the Translation of Phrasal Verbs from English to Turkish Existing in “The Lottery” by Shirley Jackson”. *Edebî Eleştiri Dergisi*. 9(1): 211-221.

DOI: 10.31465/eeder.1607881

Geliş/Received: 26.12.2024

Kabul/Accepted: 08.03.2025

Yayın/Published: 23.03.2025



Öz: İngilizcede phrasal verb’lerin sıklıkla kullanıldığı bilinmektedir. Phrasal verb’ler, çoğu zaman onları oluşturan bileşenlerin gerçek anlamlarının ötesinde bir anlama sahip olduğu için, bu ifadelerin aktarılması çevirmenler için bazı zorluklar teşkil etmektedir. Çünkü bu aktarım, çevirmenin kaynak ve hedef dillere hakim olmasını gerektirmektedir. Ancak phrasal verb’lerin çevirisi kaçınılmazdır ve hedef okuyucuya anlamın aktarılması için bu ifadelerin doğru çevrilmesi önemlidir. Bu bilgiler dikkate alındığında, makalenin amacı, phrasal verb’lerin İngilizceden Türkçeye nasıl aktarıldığını aydınlatmak ve çevirmenin kullandığı teknikleri ortaya koymaktır. Bu amaçla, Shirley Jackson’ın “The Lottery” adlı kısa öyküsü ve Armağan İlkin’in çevirisini yaptığı “Piyango” adlı Türkçe çevirisi seçilmiştir. Kaynak metinde yer alan phrasal verb’ler tespit edilmiş ve çevirmenin bu phrasal verb’leri Türkçeye çevirirken kullandığı teknikler, Newmark (1981: 39) tarafından ortaya atılan iletişimsel ve anlamsal çeviri yöntemleri bağlamında belirlenmiştir. Sonuçlardan bahsetmek gerekirse; çevirmenin hem anlamsal hem de iletişimsel çeviri yöntemlerinin ikisini de kullandığı, ancak en çok anlamsal çeviri yöntemini tercih ettiği sonucuna varılmıştır.

Anahtar Kelimeler: Çeviri, Phrasal verbs, Newmark, Anlamsal çeviri, İletişimsel çeviri

Introduction

Phrasal verbs form an important part of English language. A phrasal verb link together one or more components and generate different, unpredictable meanings relying on the setting in which they are employed. Moreover, English language has numerous verb combinations, that are steadily increasing and phrasal verbs are extensively addressed in books and dictionaries (Zhambylkyzy et al., 2018: 292). Therefore, the transfer of phrasal verbs is inevitable, but this transfer can turn into a very difficult process for translators. Correct translation of phrasal verbs is essential for conveying the meaning to the target reader successfully. So, translating phrasal verbs from original language into the target one correctly, requires translators to have certain qualifications. First of all, translators must understand both the original and target languages and it is important that he/she correctly interprets the phrasal verb in question within the setting in which it is utilized. Thus, in this article, it is aimed to decide the translation strategies preferred by the translator while transferring the phrasal verbs existing in “The Lottery” by Shirley Jackson into Turkish version which was translated into Turkish by Armağan İlkin as “Piyango”. To determine the strategies adopted by translator while transferring the phrasal verbs in the source text, communicative and semantic translation methods suggested by Newmark (1981: 39) were taken into account.

Considering all these, this article tries to find answer to the research questions mentioned below:

1. Has the translator utilized both the communicative and semantic translation methods put forward by Newmark (1981: 39) while translating the phrasal verbs in the source text to the target text?
2. Which of these strategies did the translator prefer the most providing that the translator utilized both communicative and semantic translation methods?

1. An Overview and Translation of Phrasal Verbs

Phrasal verbs are expressions which are often utilized in daily life in English and are frequently encountered both in written texts and daily communication. Because, it is stated that number of phrasal verbs existing in English exceeds 12,000 and to speak easily in a language, one must know hundreds of spoken words and approximately a thousand written words (Zhambylkyzy et al., 2018: 300). Therefore, before discussing phrasal verb translation, it is appropriate to define phrasal verbs. Firstly, phrasal verbs are combination verbs produced from a verb, an appropriate preposition or adverb and phrasal verbs refer to compound verbs which includes two or three words that emerge as a short phrase (Zhambylkyzy et al., 2018: 293).

Similarly, it is stated that phrasal verbs combine a verb with one or more particles to form a syntactical and semantic unit and the particle can be a preposition, an adverb, just a single word that serves both functions (Maeen and Chilukuri, 2019: 16). As understood, phrasal verbs include a verb and a particle, for instance; the phrasal verb "look up" includes both the verb "look" and "up" as a component phrase (Thyab, 2019: 431).

Moreover, they are an important component of the English language's vocabulary, the past, cultural heritage (Thyab, 2019: 430). Besides, phrasal verbs and their noun variations are an important source of novel phrases in English (Maeen and Chilukuri, 2019: 16). Thus, they are thought to play a crucial part in language.

It is also expressed that the status of phrasal verbs is correlated with their simple use, for instance, “the phrase "to put up" means a lot of meaning: raising, building, laying (show), displaying, praying, selling, (pricing), (money) construction, packing, organizing, etc.” (Zhambylkyzy et al.,

2018: 300). Because, phrasal verbs may have a similar form, but their meaning differs based on the situation and language dynamics affect how phrasal verb meanings change (Saragih et al., 2020: 160). Therefore, it is understood that phrasal verbs have a distinct meaning that could not be deduced from their component words.

Based on the information above, as phrasal verbs are complex structures that contain different meanings, they are quite challenging for translators trying to translate them. For this reason, phrasal verbs are actually structures that should be given great importance.

In this study, which examines how phrasal verbs can be translated, phrasal verb translation will be addressed in the following part. Firstly, it is thought that the translation of English phrasal verbs is an essential aspect of the art of translation because an entirely accurate translation cannot be achieved without proper translation of phrasal verb (Umarova, 2021: 681).

In addition, it is inevitable for translators to encounter some problems when translating phrasal verbs and there are some studies conducted to identify these problems encountered when translating these structures. According to the findings of one of them conducted by Saragih et al. (2020: 160), it is understood that phrasal verbs pose a challenge when translating novels and the findings show that the difficulties with transferring these expressions in the book results from “lexical words (literal meaning, synonymy, polysemy, and idiom) and stylistics (formality and informality of language)”.

Similarly, Ismatova et al. (2020: 762) also put forward that the translation of phrasal verbs involves semantic, lexical and stylistic difficulties and English phrasal verbs frequently produce some semantic problems in foreign languages, which makes translation from English to target language challenging.

Moreover, it is also stated that, the most common mistakes made by translators when transferring phrasal verbs are semantic mistakes, which indicate a lack of comprehension of the meaning (Ismatova et al., 2020: 762). Therefore, it is clear that phrasal verb translation is not an easy process and at times, it poses some problems for translators.

2. Newmark’s Communicative and Semantic Translation

In this article, the data were analyzed by means of communicative and semantic translation techniques suggested by Newmark (1981: 39). Because, Peter Newmark's contributions in semantic and communicative translation, as well as text-category theory, supply scientific support for the practice of translating (Fengling, 2017: 31). Newmark (1981: 39) puts forward “communicative translation” and “semantic translation” and information about these methods will be presented.

According to Newmark (1981: 39), “communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original” and communicative translation is aimed exclusively at the second language reader, who hopes an effective translation of foreign components into his own cultural background. Moreover, Nugraha et al. (2017: 81) indicate that communicative translation aims to convey the original message in such a manner that readers can understand the subject matter and the language being used.

Besides, in communicative translation, the translator aims at improving the original text by writing in their own language (Newmark, 1981: 42). Lastly, it is stated that communicative translation is always focused on the target audience (Newmark, 1981: 69). Based on the things mentioned regarding the communicative translation, it can be asserted that in communicative translation, the translation is made by taking the target audience into account.

As regards the semantic translation, Newmark indicates that “semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original” (1981: 39).

To compare both translation methods, it is stated that semantic translation focuses on expressing words faithfully, with objectivity, and in conformity to source language but, in communicative translation, the sentence is a subjective unit that is not restricted by the source language's culture (Luo, 2022: 64).

While, semantic translation is inadequate to the original given that it loses its meaning, communicative translation can be more effective because it gains effect and clarity as compensation for semantic content (Newmark, 1981: 42).

In addition, semantic translation emphasizes exact meaning and it conveys the original culture and author, but, communicative translation focuses on the reader's reaction and prevents misinterpretations (Fengling, 2017: 37).

On the one hand, semantic translation requires the translator to evaluate the source text and culture as a unit, on the other hand, communicative translation seeks to match with the writing habits of the translated language, reducing the need for readers to fully comprehend the original text (Luo, 2022: 64).

Regarding whichever of both approaches should be used, according to Newmark, semantic and communicative translation should be used together to accomplish a sense of fulfillment (Fengling, 2017: 37). Therefore, it can be argued that the translator's success lies in using both techniques in a balanced manner.

To summarize, it is understood that in semantic translation, the translation is made by remaining faithful to the source text and taking both the culture and language of original text into account, while in communicative translation, the translation is made by taking the target culture, reader and norms into account.

3. Methodology

This study is an example of qualitative research. It is stated that qualitative research is dependent mainly on the researcher for collecting and analyzing data (Merriam, 2009: 15). Since this study is an example of qualitative study, the researcher is the data collection tool in this study. To collect the data, “The Lottery” by Shirley Jackson that was published in *The New Yorker* firstly in 1948 and its Turkish version titled “Piyango” were chosen. As understood, in this study, the data were collected via document analysis. As regards the steps for gathering the data and deciding on the phrasal verbs involved in this study, the source text “The Lottery” by Shirley Jackson and the target text “Piyango” translated by Armağan İlkin were examined comparatively. Then the phrasal verbs in the original text and their Turkish equivalents were determined. Subsequently, the phrases that were decided as a consequence of comparative reading and phrases thought to be phrasal verbs were confirmed in online dictionaries such as *Oxford Learner's Dictionaries* (Oxford University Press, n.d.) and *Cambridge Dictionary* (Cambridge University Press and Assessment, n.d.). Besides, the meanings of these phrasal verbs were also investigated and the phrasal verbs that were used in one of the meanings existing in the dictionaries mentioned above were involved in this study. However, the same phrasal verbs with the same meaning such as “look at, make up, come up, go back, go on, look around, hold up etc.” were encountered more than once during the reading of the original text. For this reason, these phrasal verbs were involved in this research once. And in the final part of the study, the data were analyzed by taking the

methods into consideration that were put forward by Newmark (1981: 39) which are communicative and semantic translation to figure out the techniques employed by the translator during the translation process of phrasal verbs in the original text.

4. Analysis of Data and Findings

Information regarding the short story “The Lottery” and its author Shirley Jackson must be provided before proceeding to the analytical part of the research. Shirley Jackson is an American fiction writer. “The Lottery” is a short story which was written by Shirley Jackson and it was published for the first time in *The New Yorker* in 1948. The text tells of a tradition known as “The Lottery” and a society that practices this tradition annually. To talk about the reason why this story was chosen; first of all, it can be said that “The Lottery” is one of the well-known stories in American literature and culture. Moreover, this story has been examined in many studies from social, cultural and literary perspectives, but it has not been the subject of much research in the field of translation.

No	Source Text (ST)	Target Text (TT)	Translation Method
1.	“...before they broke into boisterous play...” (Jackson, 1948/1988 :131).	“...gürültülü oyunlara başlamadan önce...” (Jackson, 1948/1983: 197).	Semantic
2.	“... guarded it against the raids of the other boys” (Jackson, 1948/1988: 131).	“...öbür çocukların saldırılarından korumaya hazırlandılar” (Jackson, 1948/1983: 197).	Semantic
3.	“The girls stood aside ...” (Jackson, 1948/1988: 131).	“Kızlar bir yanda duruyor ...” (Jackson, 1948/1983: 197-198).	Semantic
4.	“...while Mr. Summers stirred up the papers inside it” (Jackson, 1948/1988: 132).	“Bay Summers içindeki kağıtları kariştirirken ...” (Jackson, 1948/1983: 198).	Semantic
5.	“The night before the lottery, Mr. Summers and Mr. Graves made up the slips of paper and put them in the box...” (Jackson, 1948/1988: 132).	“Bay Summers’la Bay Graves kağıtları çekilişten bir gece önce hazırlar , kara kutuya doldururlardı” (Jackson, 1948/1983: 199).	Semantic
6.	“...a perfunctory, tuneless chant that had been rattled off ...” (Jackson, 1948/1988: 132).	“...ezgisi olmayan, pek önemsenmeden okunan bir nakarat...” (Jackson, 1948/1983: 199).	Semantic
7.	“...each person who came up to draw from the box...” (Jackson, 1948/1988: 133).	“...kutudan kura çekmeye gelen herkesi...” (Jackson, 1948/1983: 200).	Semantic
8.	“Just as Mr. Summers finally left off talking...” (Jackson, 1948/1988: 133).	Bay Summers uzun konuşmasına son verip ... (Jackson, 1948/1983: 200).	Semantic

9.	“...Mrs. Hutchinson went on ...” (Jackson, 1948/1988: 133).	“...diye sürdürdü ” (Jackson, 1948/1983: 200).	Semantic
10.	“...Thought we were going to have to get on without you, Tessie” (Jackson, 1948/1988: 133).	“...Sensiz başlayacağız diye düşünmeye başlamıştım, Tessie...” (Jackson, 1948/1983: 200).	Semantic
11.	“... get this over with, so’s we can go back to work” (Jackson, 1948/1988: 133).	“Bu işi bitirelim ki kendi işimizin başına dönebilelim” (Jackson, 1948/1983: 201).	Semantic
12.	“...we can go back to work” (Jackson, 1948/1988: 133).	“...işimizin başına dönebilelim ” (Jackson, 1948/1983: 201).	Semantic
13.	“...Mr. Summers turned to look at her” (Jackson, 1948/1988: 133).	“...Bay Summers dönüp ona baktı ” (Jackson, 1948/1983: 201).	Semantic
14.	“...most of them were quiet, wetting their lips, not looking around ” (Jackson, 1948/1988: 134).	“...çoğu dudaklarını yalayarak sessizce bekliyor, sağa sola bakmıyorlardı ” (Jackson, 1948/1983: 201-202).	Semantic
15.	“Then Mr. Adams reached into the black box and took out a folded paper” (Jackson, 1948/1988: 134).	“Sonra da Bay Adams kutuya uzanıp katlanmış kağıtlardan birini çektı ” (Jackson, 1948/1983: 202).	Semantic
16.	“Mr. Graves nodded and held up the slips of paper” (Jackson, 1948/1988: 136).	“Bay Graves başını sallayarak elindeki kağıtları gösterdi ” (Jackson, 1948/1983: 204).	Semantic
17.	“I think we ought to start over ...” (Jackson, 1948/1988: 136).	“Bence yeni baştan başlamalıyız ...” (Jackson, 1948/1983: 204).	Semantic
18.	“Nancy and Bill, Jr., opened theirs at the same time, and both beamed and laughed, turning around to the crowd and holding their slips of paper above their heads” (Jackson, 1948/1988: 137).	“Nancy ile küçük Bill, kağıtlarını aynı anda açtılar, keyifle gülümseyerek, kahkahalar atarak halka dönüp kağıtları havada salladılar” (Jackson, 1948/1983: 205-206).	Semantic
19.	“...there were stones on the ground with the blowing scraps of paper that had come out of the box” (Jackson, 1948/1988: 137-138).	“Kutudan çıkan , yerlerde uçuşan kağıtların arasında da taşlar vardı” (Jackson, 1948/1983: 206).	Semantic
20.	“Mrs. Delacroix selected a stone so large she had to pick it up with both hands and turned to Mrs.	“Bayan Delacroix ancak iki eliyle kaldırabildiği bir taş seçerek	Semantic

	Dunbar” (Jackson, 1948/1988: 138).	Bayan Dunbar’a döndü” (Jackson, 1948/1983: 206).	
21.	“Come on,” she said” (Jackson, 1948/1988: 138).	“Hadi,” dedi...” (Jackson, 1948/1983: 206).	Semantic
22.	“Hurry up” (Jackson, 1948/1988: 138).	“...çabuk ol” (Jackson, 1948/1983: 206).	Semantic
23.	“...I’ll catch up with you” (Jackson, 1948/1988: 138).	“...ben yetişmeye çalışırım” (Jackson, 1948/1983: 206).	Semantic
24.	“...she held her hands out desperately...” (Jackson, 1948/1988: 138).	“...umarsızca ellerini uzattı” (Jackson, 1948/1983: 206).	Semantic
25.	“...as the villagers moved in on her” (Jackson, 1948/1988: 138).	“Köylüler üstüne yürürken...” (Jackson, 1948/1983: 206).	Semantic

Table 1: Semantic Translation Examples

When we have a look at the table above, it was determined that 25 phrasal verbs out of a total of 41 phrasal verbs were transferred to the target language through semantic translation. Therefore, it can be said that the translator mostly uses semantic translation among the communicative and semantic translation techniques while transferring the phrasal verbs into the target text. Hence, it is anticipated that the translator tries to transmit the exact meaning of the original text and tries to convey the meaning of the the source text into the target one objectively and in accordance with the source language.

No	Source Text (ST)	Target Text (TT)	Translation Method
1.	“...they tended to gather together quietly for a while...” (Jackson, 1948/1988: 131).	“...bir süre sessizce bekleşmek eğilimindeydiler...” (Jackson, 1948/1983: 197).	Communicative
2.	“His father spoke up sharply...” (Jackson, 1948/1988: 131).	“Babası sertçe bağırınca ...” (Jackson, 1948/1983: 198).	Communicative
3.	“...the population was more than three hundred and likely to keep on growing...” (Jackson, 1948/1988: 132).	“...nüfusumuz üç yüze çıktığına, büyük bir olasılıkla daha da artacağına ...” (Jackson, 1948/1983: 199).	Communicative
4.	“... locked up until Mr. Summers was ready to take it to the square next morning” (Jackson, 1948/1988: 132).	“...Bay Summers ertesi sabah alana götürünceye kadar orada kalırdı ” (Jackson, 1948/1983: 199).	Communicative
5.	“The rest of the year, the box was put away , sometimes one place,	“Yılın geri kalan günlerinde bir yana tıkalırdı kutu; bazan	Communicative

	sometimes another...” (Jackson, 1948/1988: 132).	oraya, bazan buraya” (Jackson, 1948/1983: 199).	
6.	“...soft laughter ran through the crowd...” (Jackson, 1948/1988: 133).	“...kalabalığın arasında kahkahalar duyuldu ” (Jackson, 1948/1983: 200).	Communicative
7.	“Guess I gotta fill in for the old man this year” (Jackson, 1948/1988: 134).	“Korkarım bu yıl bizimkinin yerine ben çekmek zorundayım” (Jackson, 1948/1983: 201).	Communicative
8.	“Seems like we got through with the last one only last week” (Jackson, 1948/1988: 134).	“Bundan önceki piyango daha geçen hafta çekilmiş gibi geliyor bana” (Jackson, 1948/1983: 202).	Communicative
9.	“...there were men holding the small folded papers in their large hands, turning them over and over nervously” (Jackson, 1948/1988: 135).	“Kağıtları iri ellerinin arasında tutuyor, sinirli bir havayla evirip çeviriyorlardı ” (Jackson, 1948/1983: 202).	Communicative
10.	“...“that over in the north village they’re talking of giving up the lottery” (Jackson, 1948/1988: 135).	“...kuzeydeki köyün halkı piyangoyu kaldırmaktan söz ediyormuş” (Jackson, 1948/1983: 202).	Communicative
11.	“ Shut up , Tessie, ...” (Jackson, 1948/1988: 136).	“ Çeneni tut , Tessie...” (Jackson, 1948/1983: 204).	Communicative
12.	“...the breeze caught them and lifted them off ” (Jackson, 1948/1988: 136).	“Kağıt parçaları esintiyle savrularak dağıldı ” (Jackson, 1948/1983: 205).	Communicative
13.	“...little Dave stood next to him and looked up at him wonderingly” (Jackson, 1948/1988: 137).	“Küçük Dave başını kaldırıp merakla onun yüzünü incelerken... ” (Jackson, 1948/1983: 205).	Communicative
14.	“...Bill Hutchinson reached into the box and felt around, bringing his hand out at last with the slip of paper in it” (Jackson, 1948/1988: 137).	“Bill Summers parmaklarını kutuya daldırarak arandı ve son kağıt parçasını avucuna alarak elini çekti ” (Jackson, 1948/1983: 205).	Communicative
15.	“Bill Hutchinson went over to his wife...” (Jackson, 1948/1988: 137).	“Bill Hutchison karısına yanıştı... ” (Jackson, 1948/1983: 206).	Communicative

16.	“You’ll have to go ahead... ” (Jackson, 1948/1988: 138).	“Sen öteden git... ” (Jackson, 1948/1983: 206).	Communicative
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Table 2: Communicative Translation Examples

As it can be clearly understood from the table above, although it was considered that the translator transferred 25 of the 41 examples in total through semantic translation, it is seen that 16 of the total examples (41 examples) were transferred to the target text through communicative translation, and this is a considerable amount. For example, if we examine the examples above, it is understood that the phrasal verb “gather together” (Jackson, 1948/1988:131) in the first quotation above, means “to come together”, but it is understood that the translator transferred this phrasal as “bekleşmek” (Jackson, 1948/1983:197) in accordance with the target language. Moreover, as seen in example 5, the phrasal “put away” (Jackson, 1948/1988:132) means “put or store something in somewhere or in a place”, and it might be concluded that the translator has translated this phrasal verb, in accordance with the target audience norms, as “bir yana tıklırdı” (Jackson, 1948/1983:199). Besides, it is also thought that the translator preferred to transfer the phrasal verbs given in quotations above such as “fill in” that means doing one’s job/work when he/ she is not here or there and “shut up” that means “stop talking”, as “çekmek” and “çeneni tut”, which would be more compatible with the target language like the 16 phrasal verbs in the table given above. Because by means of communicative translation, the translator tries to create the similar impact on the audience of the translated text just like the original one does on the audience of the original text.

Conclusion

The primary goal of this study was to figure out the translation techniques employed to translate the phrasal verbs identified in the source text. Before moving on to the results, it should be underlined that this study is a qualitative study and its results are subjective in nature, and the results obtained are reached only in the light of the examples given in this study so the results cannot be generalized. Therefore, it is necessary to address the research questions mentioned before based on the examples and quotations given within the framework of this research. Regarding the first research question which is “Has the translator utilized both the communicative and semantic translation methods put forward by Newmark (1981: 39) while translating the phrasal verbs in the source text to the target text?”, it can be said that all phrasal verbs given in this study were transferred to the target language by employing both semantic and communicative translation methods. Hence, it can be concluded that the key to the translator's success is the harmonious application of both strategies as it is in this study. Because as mentioned before, Newmark puts forward that so as to manage the sense of fulfillment, both the semantic and communicative translation methods should be adopted together (Fengling, 2017: 37).

To mention the results of other studies on the translation of phrasal verbs in various texts based on other strategies and methods; a similar study is conducted by Fernanda et al. (2022: 25) that aims to examine the technique of translation of phrasal verbs in novel and the study employed Baker's translation theory. The translators use four different types of translation strategies and there are 14 neutral/less expressive translations, 9 translations using general words, 6 paraphrases using related words, and 2 paraphrases utilizing unrelated phrases (Fernanda et al., 2022: 25). Another study, conducted by Tarighi and Rabi (2018: 69), investigated the usage percentage of eleven translation procedures for transferring English phrasal verbs (PVs) into Persian, with the objective of finding out the most preferred method so after extracting 401 PVs from 34 chapters

of the novel and analyzing their translations, it was found out that the equivalence procedure was the most frequently used one.

To answer to the second question that is “Which of these strategies did the translator prefer the most providing that the translator utilized both communicative and semantic translation methods?”, it can be said that the translator translated 25 of the 41 phrasal verbs using the semantic translation method and 16 of them using the communicative translation. As can be understood, the semantic translation method is used more than the communicative translation method. And although semantic translation method was used the most, the frequency of the utilization of the communicative translation method is not low. Therefore, the translator confirms the view that it is better to use both semantic and communicative translation methods together.

Lastly, this study is expected to be vital for translators, students receiving translation training, and researchers studying in the field of translation to increase their awareness of the best ways to transfer phrasal verbs and the strategies they may utilize while transferring them, as well as to demonstrate the ways to utilize these methods appropriately.

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