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Variation Results in Translating English Verbs into Indonesia

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Abstract

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. While interpreting-the facilitating of oral or sign-language communication between users of different languages-antedates writing, translation began only after the appearance of written literature. Translators always risk inappropriate spill-over of source-language idiom and usage into the target-language translation. On the other hand, spill-over have imported useful source-language calques and loanwords that have enriched the target languages. In translating English verbs into Indonesia, it cannot be forced to have the same function of verbs from SL (English verbs) to TL (Indonesian verbs) because each language has its characteristics semantically.

Keywords: translation; verbs; English; Indonesia; interpreting

Introduction

Translating a text from one language to another one is basically done for understanding things or information that is written in other languages. Translating process is the most commensurate divert messages from the source language (SL) to the target language (TL), both in terms of meaning and style (Nida & Taber 1974: 12). It could consist of words, strings of words (phrases), sentences, paragraphs, articles of several paragraphs, or writing an even longer. Good words, phrases, sentences, paragraphs and writing or longer text are called shape (form or surface structure), (Nida and Taber 1974: 210).

Every language has its own rules and certain characteristics such as the sound system of language based on the form (form-related) and meaning (meaning-related) that ultimately prove that the language is a complex system from a system (language is a complex system of systems) (Paul, 1993: 132). Verb is one element of a class of words that is very universal owned by every language and all languages distinguish it from nouns (Whaley L.J 1997: 32), even though the number of divisions, sub-categories, and functions are not the same in each language (Larson 1984: 18).

Verb or verb phrase is the central structure of the sentence so there is no syntactical analysis that can be done without considering the presence of a verb (Palmer 1978: 1). In addition, most things have a big impact of verb on other elements that should or may exist in the sentence (Soenjono et al 1997: 90).

The presence of the verb in a sentence can give you an idea that this element is essential in a language. However, so far the author examined the study of verbs, particularly in the case of English verbs translated into Indonesian which has a lack of special attention. The study was conducted generally which does not talk about the translation of the verb completely. When viewed at a glance, the translation of the verb in these two languages does not contain an interesting problem. One example, in general, we can say that the equivalent shaved was shaving. However, if we try to find the equivalent of the verb shaved in a particular context, its valence may be different.

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II. Methodology

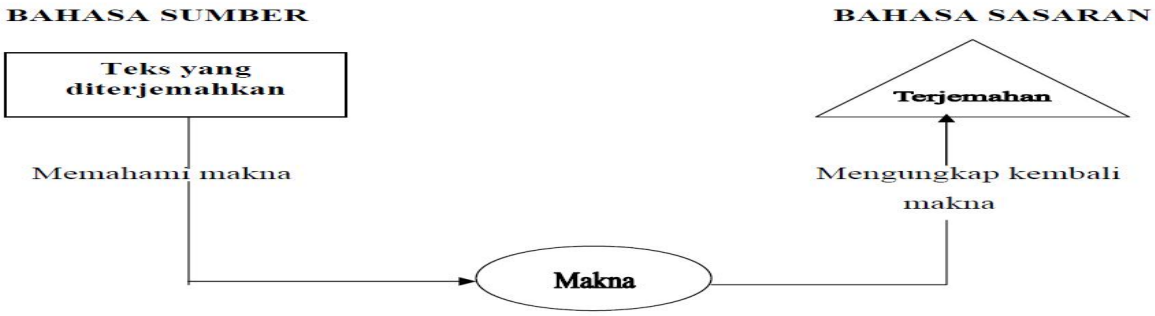
Translation is to shift the mandate of the source language text into the target language text by using the form grammatical and lexical reasonable target language (Larson 1984: 17). According to Nida (1974: 12), translating is the closest to produce a message, commensurate and reasonable from the source language (SL) to the target language (TL), both in terms of meaning and style. Beekman and Callow (1974: 19) said that the translation is to communicate a message from one language to a different language. From the above, it can be concluded that basically it is a translation of a message. The fairness in translation is closely related and can be achieved with the acquisition of an interpreter to the source language and the target language, namely in terms of mastery of the grammar and vocabulary of the language (Simatupang 1993: 48). Translation must show that the translator has a high capability in SL and TL, having a sufficient knowledge of the material translated socio-cultural context, TL, and mastering the methods and techniques of translation (Harimurti 1998: 4).

2.1 Translation as a Process and Product

Translation is a complex process. As the process of communication, translation involves the sender, the recipient, the mandate, and the translator. In a written translation, the sender is the author (or narrator in a short story or a novel); the recipient is the intended reader. Translators served to divert the mandate of the source text to the target text. In it snagged, assess intrinsic problems of language and the use of language in tune with the situation and cultural context. Translators described by Hoed (1992: 81) serves as a receiver of the source language (SL) and then as the sender of the target language (TL). Therefore, SL and TL respectively are in a particular society and culture (not just language); the translation is the process of transferring the mandate of the world to another world. In this case, the translators are in a cross-cultural situation and are required to switch from one culture to another. This view of the translator as communicator is also confirmed by Hubert (1998) by saying, "the translator is essentially a message conveyor, not an author". Thus the translation process has two sides, the first translator needs to anticipate the potential difference and ambiguity in the original text and understand the meaning to be conveyed, and the second, study of the structure sisntaksis source text to then formulate a message that is equivalent in the target language, which in turn adds value the source text in terms of structuring the expression (wording) and impact on the reader.

Larson (1984: 3-4) describes the translation process which is more focused on meaning; i.e., as a series of activities to understand the meaning of the translated text to the disclosure of the meaning in the text of the translation. The translation process is described by Larson as follows:

Figure 1: Translation Process (Larson, 1984: 3-4)

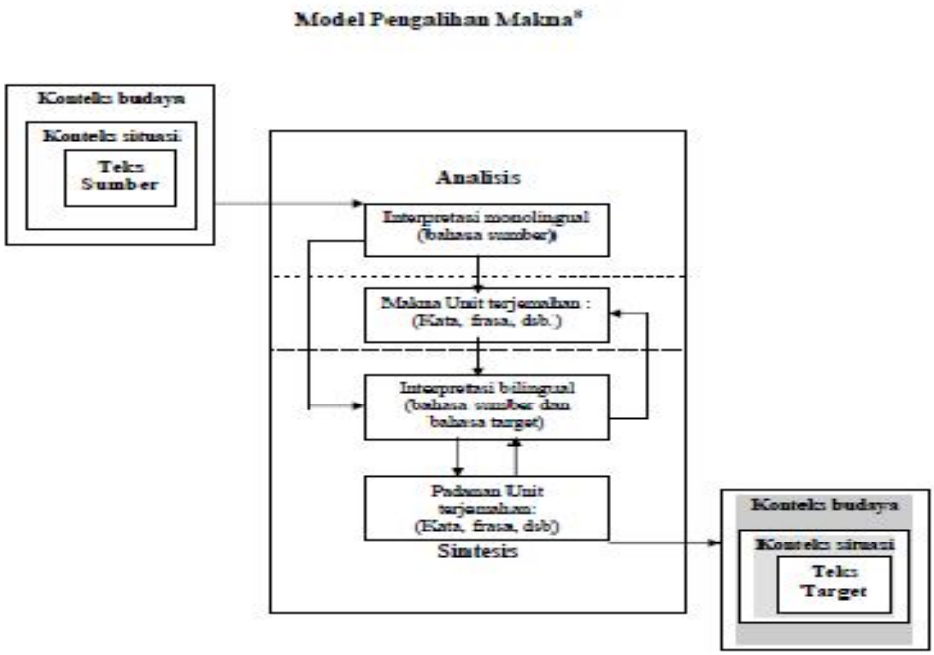


Model of translation process mentioned above illustrates that the translation include activities examines the lexicon, grammatical structure, communication situation and cultural context subtitles sources, analyzes it to determine its meaning and then reconstruct the same meaning by using the lexicon and grammatical structure which is appropriate in the target language and cultural context (Larson, 1984: 3).

Not much different to Larson, the translation process, according to Nida and Taber (in Munday, 2001: 6) follows three stages: (1) analysis; namely through the stages of understanding the source text and the linguistic study of meaning, understanding the translated material and cultural issues, (2) transfer of the contents, meaning or message contained in the source text, and (3) reconstruction; i.e. construct translation repeatedly to obtain the final result in the target language. Through various stages mentioned above, it is expected a good translation product can be produced.

In studying translation based on two models mentioned above, it could be a theoretical justification to view the translation as a product. Bell (1991: 20-21) offers a model of translation as a process that shows the transformation of a source language text through a process that takes place within the scope of interpreter memory; namely (1) the analysis of a text in a specific languages (one language-specific text) as the source language into the semantic representations universal (non-language-specific) and (2) synthesis of semantic representations into the text of another language (second language -specific text) that is the target language.

Figure 2: Transfer Model of Meaning (Bell, 1991: 21)



2.2 Problems in Translation Verbs

Verb is one element of a class of words that are very universal owned by every language and all languages distinguish it from nouns (Whaley L.J 1997: 32) even though the number of divisions, sub-categories, and functions are not the same in each language (Larson 1984: 18). Every language has rules and certain characteristics such as the sound system of language. Some are based on the form (form-related) and others are based on meaning (meaning-related) that ultimately proves that the language is a complex system from a system (language is a complex system of systems) (PAUL, 1993: 132).

Surono, et al (1987: 17) informs that verbs are the dominant type of words to fill a predicate function and if the words used are not negated. In everyday speech or in writings, the most common sentence is a sentence consisting of a predicate verb. In the function of structure, especially in a simple sentence, the verb only has possibilities as a filler predicate.

Traditionally, there have been differences on the transitive verbs and intransitive verbs. However, by definition, it is not always easy to decide which verbs as a transitive or intransitive. Each word specifies the way to join the other words. This pattern is particularly evident among verbs, adjectives and in particular between nouns derived from verbs or adjectives. Because the rules are set in pattern, it is not consistent in reflecting on the meaning of the elements that combine them, and then it is a source of error for language learners (PAUL, 1993: 171). Verb or verb phrase is the central structure of the sentence so there is no syntactical analysis which can be done without considering of its presence (Palmer 1978: 1).

Moreover, in most cases, the verb has a big impact on other elements that should or may exist in the sentence (Soenjono et al 1997: 90). In addition, it will be linked with other elements in a sentence into the argument. The internal complexity of semantic and syntactical structure of verbs are making author wishes to examine.

Verb is a part of difficult languages to learn and to operate in almost any language. Learning the language is basically related to learn how to use the verb form of the language because the pattern or structure of verbs in each language is different. Verb patterns are different on two things: how linguistic material compiled and the type of information it carries.

English Verbs

The function of verb element in the structure of the English clause is known from the verb phrase consisting of one or more constituents (Quirk, 1985: 96). Example: *She left yesterday*; *did she leave yesterday?* ; *She will leave tomorrow*. Verbs can be divided into three broad categories based on their function in the verb phrase (lexical verbs; such *leave*), closed class of primary verbs (as *did, do*) and capital auxiliary verb (as *will)*. English verb forms five *leksem.* For examples, the word *Take* has five *leksem*: *take, takes, took, taking*, and *taken*. This form can be classified into finite and non finite. *Take, takes, took* are forms of finite while *taking* and *taken* are non-finite. Thus the verb form of the present and the past called finite verb form while -ing and –en are called non-finite (Quirk 1985: 96).

Syntactical Aspects of English verbs:

1. BE + complement / *adjunct*
2. a. Vi + (for) + *adverbial adjunct*
   b. Vi + adj /n / pron
   c. Vi + present p.
3. a. Vi + prep + n / pron
   b. Vi + (prep (+it)) + clause
4. a. Vi + *to*-inf
   b. SEEM / APPEAR + (*to be*) + adj / n
   c. APPEAR / HAPPEN / CHANCE + *to*-inf
   d. BE + *to*-inf
5. *Anomalous finite* + inf
6. a. Vt + n / pron
   b. Vt + gerund
   c. NEED + WANT + BEAR + gerund
7. a. Vt + (*not*) + *to*-inf
   b. HAVE / OUGHT + (*not*) + *to*-inf
8. Vt + interr. pron / adv + *to*-inf
9. Vt + clause *that*
10. Vt + clause / question
11. Vt + n / pron + clause *that*
12. a. Vt + n / pron + n / pron
    b. Vt + n / pron
13. a. Vt + n / pron + *to* + n / pron
    b. Vt + n / pron + *for* + n / pron
14. Vt + n / pron + prep + n / pron
15. a. Vt + n / pron + frase adv
    b. Vt + n / pron + particle adv
    c. Vt + patikel adv + n / pron

16. a. Vt + n / pron + *to*-inf
    b. Vt + n / pron + *as / like / as if* + n / clause
17. Vt + n / pron + (*not*) + *to*-inf
18. a. Vt + n / pron + inf
    b. HAVE + n / pron + inf
19. a. Vt + n / pron + present p.
    b. Vt + n / pron / possessive + V-*ing*
20. Vt + n / pron + interr. + *to*-inf
21. Vt + n / pron + free clause / question
22. Vt + n / pron + adj
23. Vt + n / pron + n
24. a. Vt + n / pron + past p.
    b. HAVE + n / pron + past p.
    c. HAVE / GET + n / pron + past p.
25. Vt + n / pron + (*to be*) + adj / n

Indonesian Verbs

Indonesian verbs can be detected through behavioral semantic, syntactical, and morphological forms. In addition, the class of verbs can be distinguished from other words (Soenjono 1998) as follows:

a. verb has a primary function as a predicate or as the core predicate in a sentence.
b. verb implies internal actions (actions), process, or circumstance that is not the nature or quality.
c. verbs, especially meaningful circumstances, they can not be happened at prefix meaning 'most'. Verbs such as *death* or *love* can not be changed to * *termati* or * *tersuka.*
d. verbs can not join words that express the excessive meaning as * a bit of learning, * really go.

Syntactical Aspects in Indonesian Verbs

Verb has a very important element in the sentence because in most cases the verb is affected greatly to the other elements that must or may exist in the phrase. Verb away requires subjects as actors while away verbs require the noun behind. Syntactic behavior is closely related to the meaning and nature of the verb transitivity, which is in line with what is called the valence verb or verb mastery.

Understanding Transitivity

A Transitivity verb is determined by two factors: (1) the noun behind verb that functions as an object in an active sentence and (2) the possibility of the object that serves as a subject in the passive voice. Thus, it basically consists of a transitive verb and an intransitive verb. Intransitive verbs some are prepositional.

Indonesian Sentence Patterns

In general, the verb is the predicate or the predicate core in the sentence in addition to other functions. Indonesian sentence structure is basically simple: Subject - predicate - object. Sentences in Indonesian terms of shape consist of a single sentence and a compound having the following structure:

Simple Sentences

a. Having the main function as a predicate or the core predicate in a sentence
b. Having internal meaning of action, process and situation which is not as adjective
c. verbs, especially which has the meaning of situation, cannot be added by prefix *ter*-khususnya yang bermakna *keadaan*, tidak dapat diberi prefiks *ter*- with the meaning of most or -est
d. Cannot be joined by the word having meaning of *agak or sangat* such as *agak belajar* or *sangat pergi.*

Indonesian Verb Patterns are as follows:

1. Vi
2. Vi + adv
3. Vt + n / pron
4. Vt + n / pron + n / pron

III. Discussion

Verb translated from English into Indonesian is a form of what appears in the translation of English verbs into Indonesian. It turns out there are four types of forms that arise from the translation of the verb in English into Indonesian i.e verbs, nouns, adjectives and prepositions.

The form that arises as follows:

3.1 Some Translation Result When Translating English Verbs into Indonesia

3.1.1. Verbs in SL becomes verbs in SL

(a) SL: When we go to Hawaii next month, I *want* to be able to explore those coral reefs with you.
TL: Bila kita ke Hawaii bulan depan nanti, aku *ingin* meneliti batu-batu koral bersamamu.

(b) SL: He *felt* he might be gulity of simple gossip if he told the detective something that had happened in late June.
TL: Ia akan *merasa* berdosa menceritakan apa yang terjadi akhir Juni itu.

3.1.2. Verbs in SL becomes noun in TL

(a) SL: "Including scuba diving in bad weather? What does this guy do?"
TL: "Termasuk berenang dalam cuaca buruk? Apa sebenarnya *pekerjaan* Scott?"

(b) SL: "The stories you *told* me about the houses where people sense a presence would be perfect," she had told Jan. "I know the editor would love it".
TL: "Aku senang mendengar *cerita* tentang rumah-rumah angker," katanya kepada Jan.
"Aku tahu editor majalah itu akan menyukai artikel-artikel semacam itu."

3.1.3. Verbs in SL becomes adjectives in TL

(a) SL: In that moment she *hated* him and know it showed in her face.
TL: Saat itu Menley *benci* sekali pada suaminya, dan ia sadar kebenciannya tampak jelas di wajahnya.

(b) SL: "I *think* you're wrong, but it won't hurt to be through go ahead."
"Aku *yakin* kau keliru. Tapi tak ada salahnya kau selidiki. Teruskan saja!"

3.1.4. Verbs in SL becomes preposition in TL

(a) SL: Without the bathers, the visits of sand and cooling ocean waters *seemed* to return to a primal harmony with nature.
TL: Senja memberi efek berbeda pada alam dan tanpa seorangpun di sana, pantai yang membentang dan laut yang sejuk *bagai* kembali menjadi sempurna dengan alam.

3.2 Parallelism between English Verbs and Indonesian

The parallelism of verbs can be found in translating verbs from English verbs into Indonesian verbs thought in translating them, we will find verbs in the same form and characteristics and verbs in the different form and characteristics.

3.2.1 Parallelism in the same form and characteristics

a. Similar Valencia

SL: Afterwards, steadfastly through the questioning, Scott Covey *tried* to make everyone understand just how it had happened.

Tried: 2 valencies

TL: Kelak Scott Covey akan *mencoba* meyakinkan semua orang agar dapat memahami kejadian yang sebenarnya.

mencoba : 2 valencies

b. Different Valencia

SL: As Nat *drove* past Vivian Carpenter's house ; he studied it carefully.

drove : 1 valencia

TL: Sambil *mengendarai* mobilnya di depn rumah Vivian Carpenter's house; Nat mengamatinya dengan cermat.

mengendarai : 2 valencia

3.2.2 Parallelism in different form and characteristics

1. Having structural category shift

(a) nomina + verba becomes verba + nomina

SL: "Oh, stop. *Elaine protested*."

TL: "Oh, hentikan pikiranmu itu," *protes Elaine*.

(b) nomina (subject) + V + pron (object) becomes V + n (subject)

SL: "I'll get my gear," *Scott told her*.

TL: "Aku akan mengambil peralatan menyelam," *kata Scott*.

2. The shifting of verbs in active form at SL becomes passive in TL

(a) SL; She had been brought up in Stuvyesant Town, on Fourteenth Street, where her mother still *lived*, and she had attended the local parochieal schools.

TL; Menley sendiri dibesarkan di Stuyvesant Town di Fourteenth Street, yang hingga sekarang masih *dihuni* ibunya, dan belajar di sekolah paroki setempat.

(b) SL; *She carried* the sleeping baby into the nursery, laid her down and quickly changed and covered her.

TL: *Dibawanya* Hanna ke kamar, lalu direbahkannya di tempat tidur.

3. The shifting of verbs in positive sentences at SL becomes negative in TL

SL: He *ignored* the questions.

TL: Adam *tidak memedulikan* pertanyaannya.

3.3 The un-parallelism in Translating English Verbs into Indonesia

Shifting in word category

(a) Verbs in SL becomes nouns in TL

SL; What does this guys *do*?

TL: Apa sebenarnya *pekerjaan* Scott?

(b) Verbs in SL becomes adjective in TL

SL: Nat looked alarmed. "I *thought* I'd take you out for a fancy dinner alone and maybe we can check into a motel."

TL; "*Sepertinya* aku lebih senang mengajakmu ke luar makan malam berdua."

(c) Verbs in SL becomes preposition in TL

SL; without the bathers, the vistas of sand and cooling ocean waters *seemed* to return to a primal harmony with nature.

TL; Senja memberi efek berbeda pda alam, dan tanpa seorangpun di sana, pantai yang membentang dan laut yang sejuk *bagai* kembali menyatu sempurna dengan alam.

3.4 The Un-parallelism of Structure in English Verbs into Indonesia:

1. SL : Scott *told* her

n v pron

TL : kata Scott
v n

2. SL : They *struggled* to reach the anchored boat.
n v

TL : Mereka *berusaha* sekuat tenaga menggapai perahu yang ditambat
n v adv
dengan jangkar.

3. SL : "Don't ever get mad at me, honey," Adam *chuckled*.
n v

TL : "Jangan marah kepadaku, sayang," Adam tertawa *geli*.
n v n

4. SL : He *ignored* the questions.
pron v

TL : Adam tidak *memedulikan* pertanyaannya (kal.negatif)
n neg v

5. SL : When we *go* to Hawaii next month ...
pron v prep

TL : Bila kita ke Hawaii bulan depan ....
pron prep

IV. Conclusion

The research findings describe that the frequency of contextual consistency in the translation of English verbs into the Indonesian language is more prominent than the verb consistency. It can be concluded that the translation of these verbs also supports the idea Larson (1984) and Nida (1974), the translator put contextual proportionality.

Although the verb word category is equally owned in English and Indonesian, but we cannot find the equivalences between verbs in English and Indonesian. The fact that, each language has its unique characteristic which differs from one another. The finite verb in SL cannot always be translated the same semantically into TL.

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