

AN ANNOTATED TRANSLATION OF DRAANEN'S FLIPPED FROM ENGLISH INTO INDONESIAN

Shintia Pramudyaningtyas Ortantina
Politeknik Negeri Malang

Abstract

The existence of translation has broadened people's knowledge. People can gain information about other countries' culture easily, especially by reading novels. However, in translation process, particularly in literary translation, translator may encounter some problems since translator must maintain the beauty of the source text in the target text. This research is aimed to find out what problems are encountered and how the problems are solved. In the process of translation of this novel, I encountered two main types of problems, namely problem in understanding and problem in transfer, but apparently, I also encountered problems both in understanding and transfer. The problems that I found were in the form of words, phrases, and clauses. There were some ways that I took to solve the problems, such as looking up online dictionaries, searching on websites, and asking my advisors. Moreover, to get a better understanding of the terms that I wanted to translate, I entered a keyword on Google and browse the image or watched the film which was adapted from this novel.

Keywords: Annotated translation, Novel.

INTRODUCTION

Novel is one of the literary works which is most liked nowadays. Ratna (as cited in Yuniarti, 2013) stated that novel is considered as the most dominant in displaying social elements than poetry and play. Ratna mentioned that novel displays aspects such as story elements and social problems completely. Moreover, novel has the most extensive media. Language which tends to be used in novel is everyday language, language which is commonly used in society.

The other evidence which shown that novel has many readers can be proven by the existence of novels sold in bookstores. Novel has many genres. For instance, science-fiction, fantasy, thriller, new adult, and young adult (teen lit).

In Indonesian bookstores, there are not only Indonesian novels sold, but also foreign novels. Novels develop rapidly throughout the world so that novels can be enjoyed not only in the country where they were published.

Moreover, there are many novels which have been translated into different languages so that the foreign readers can understand the message of the novels easily. In Indonesia, there are many popular novels, both domestic or from abroad.

Flipped is a young adult (teen lit) novel which has a setting from 1994 to 2000. It was written by Wendelin Van Draanen in 2001. Wendelin Van Draanen was born in Chicago, January 6, 1965. Wendelin Van Draanen has written more than thirty novels for young readers and teens. *Flipped* won South Carolina Children's book award in 2003. Moreover, because of its interesting story, this novel has been adapted into a film with the same title and was released in 2010. The novel is different from another novel since the story is told in two points of view of the main characters.

In translation activity, translators might encounter problems, especially in translating literary work like novel. Translating literary

works is not the same as translating common documents. The aspect of beauty and the messages of literary works must be maintained. This research is aimed to find out the problems encountered during the translation process by taking notes (annotating) of words, phrases, or sentences which are considered as problems by the researcher. Therefore, the writer decided to conduct an annotated translation research to identify the problems encountered and their solutions in translating the novel into Indonesian.

LITERATURE REVIEW

Literary Translation

Each text has its difficulties in the process of translating. The problems which might be encountered in translation according to Savory (1968) are mentioned below:

1. Looking for the equivalent word in target language.
2. Choosing the correct word
3. Cultural difference between source text and target text.
4. Idiomatic matters

In addition, Bassnett (2002) stated that a translator took much effort to produce readable text and to keep it smooth. However, there is one thing that a translator must keep in literary translation, that is maintaining the beauty of the text. Therefore, it can be concluded that literary translation is an activity of rewriting messages from one language into another language by maintaining the beauty of the text.

Belloc (1931) as cited in Bassnett (2002) stated that there are six rules in translating prose:

1. Translators should not translate text word by word or sentence by sentence, but they have to understand the prose as a unity and translate it into sections.
2. Idiom should be translated into an idiom. However, the term in SL is not always available in TL. Therefore, translator can find and use term in TL which is closer to the SL.
3. Translation means rendering meaning and emotion to TL. Message which the author tries to deliver in ST, it may

be stronger or weaker in TT. In this case, translator has an important role to render it equivalently.

4. Be careful about words which sound similar because the meaning may not be the same.
5. As explained above, literary translation is about maintaining the beauty in TT as same as in ST. Readers of the translated text must feel the actual message that the author wants to express. Belloc said that the essence of translating is "the resurrection of an alien thing in a native body".
6. Translator may not manipulate the meaning of a text.

Novel Translation

As explained by Cuddon (2013), novel or prose is classified into literary work. Prose translation or novel translation is not the same with other types of text translation because novel has its own characteristic (Koskinen, 2010). Hariyanto (2019) stated that literary works contains element of culture and the sense of beauty inside a text.

Based on Hartono (2009) there are three problems that may be encountered by translators. First, translator sometimes has lack of understanding to get the meaning of longer sentence which is structurally complicating. Second, finding socio-cultural equivalence in target text somehow can be a problem for translators. Third, translators may encounter problems in translating figurative language and idiomatic expression which are written in the source text.

Taryadi in Hartono (2009) mentioned other problems that may be encountered by translators. First, the translators' stiff sense in translating the title of a novel. Second, the pronoun which translators choose in target text sometimes is not suitable with the context. Third, translating figurative language may be distinguished as difficulties by translators in translating prose or novel.

Translation Theories

Popovic (as cited in Bassnett, 2002) said that translation equivalence is distinguished into four types. They are:

1. Linguistic equivalence
There is homogeneity on the linguistic level (SL text and TL text). The example of linguistic equivalence is word for word translation.
Example: I like Flower → Saya suka bunga.
2. Paradigmatic equivalence
There is equivalence of “the elements of a paradigmatic expressive axis”. For example, elements of grammar. Popovic saw this type is higher lexical equivalence.
Example:
I have pencils → Saya punya pensil.
In the ST, the word pencils shows that the object (pencil) is more than one (plural). However, in Bahasa Indonesia it is not necessary to translate it into plural form.
3. Stylistic (translational) equivalence
There is “functional equivalence of elements in both original and at translation aiming at an expressive identity with an invariant of identical meaning”.
4. Textual (syntagmatic) equivalence
There is an equivalence of syntagmatic structuring of a text. For instance, equivalence of form and shape.

Duff (as cited in Suratni, 2013) stated that there are five principles in translation. Those five principles are explained as follow:

1. Meaning
Translation should show the meaning of target text accurately. Translator may not remove or add things, even though the part of the meaning can be changed.
2. Form
Words’ order and ideas’ order in translated text should be made as close as possible with ST. However, translator is required to change the form and order of words if there is difference in language structure between SL and TL.
3. Register

Language can be differed according to the formality level. To resolve this, translator must differentiate between formal or fixed expressions and personal expressions in which the writer or the speaker determines the tone.

4. Source language influence
Critic which is encountered frequently by translator is about the translation which does not sound natural. It is caused by translator’s thoughts and word choice is too much molded by the ST.
5. Style and clarity
Translator should not change the style of ST. However, if the text is written unsystematic and ineffective way, translator is allowed to improve the inappropriate parts.
6. Idiom

Idiomatic expressions are mostly untranslatable, they are similes, metaphors, proverbs and sayings, jargon, slang, colloquialisms, and phrasal verbs.

Translation Strategies

Chesterman (1997) argued that there are three main categories of translation strategies. The strategies are syntactic, semantic, and pragmatic. The strategies will be deeply explained as follows:

1. Syntactic translation strategies
This strategy involves purely syntactic changes. Syntactic translation strategies are classified into ten translation strategies which will be explained below:
 - a. Literal translation
 - b. Loan and calque
 - c. Transposition
 - d. Unit shift
 - e. Phrase structure change
 - f. Clause structure change
 - g. Sentence structure change
 - h. Cohesion change
 - i. Level shift
 - j. Scheme change
2. Semantic strategies
Semantic strategies are used to manipulate meaning. The changes

occur in lexical semantics and aspects of clause meaning such as emphasis. The translation strategies related to semantic are divided as follows:

- a. Synonymy
 - b. Antonymy
 - c. Hyponymy
 - d. Converses
 - e. Abstraction change
 - f. Distribution change
 - g. Emphasis change
 - h. Paraphrase
 - i. Trope change
 - j. Other semantic changes
3. Pragmatic Strategies
- From those two strategies which have been explained before, it can be concluded that syntactic strategies manipulate form and semantic strategies manipulate meaning. The next strategy which will be discussed is pragmatic strategies. These strategies function to manipulate message. There are ten strategies which are included in pragmatic strategies. The strategies are explained as follow:
- a. Cultural filtering
 - b. Explicitness change
 - c. Information change
 - d. Interpersonal change
 - e. Illocutionary change
 - f. Coherence change
 - g. Partial translation
 - h. Visibility change
 - i. Transediting
 - j. Other pragmatic changes

Review of Previous Research Project

Retnomurti (2016) conducted an annotated translation of a novel with the title *Nights in Rodhante* which contains 224 pages with 19 chapters. In the process of translating the novel, she encountered problems in lexical, grammatical, communication, and cultural problems. Because she translated a literary work, she did not translate the source language into the target language literally. She used strategies in translation which are commonly used in literary work translation.

Wulandari (2019) carried out an annotated translation research of a novel *The*

Sea wolf which contains 343 pages. The strategies used are naturalization, distribution change: compression, distribution change: expansion, paraphrase, loan, explicitness change, calque, unit shift, literal, sentence structure change, phrase structure change, clause structure change, information change, trope change, emphasis change, and interpersonal change.

Ayuningtyas and Said (2017) conducted an annotated translation research of a novel *A Baby for Rebecca*. The researcher should have an adequate understanding of translation strategies, translation principles, and theories.

Koskinen (2010) conducted an annotated translation research of a novel with the title *Seitsemäs Tempeliherra* or *The Seventh Templar* written by a Finnish, Juha-Pekka Koskinen. In the translation process, Koskinen categorized the problems encountered into 4 categories, they are names, biblical and religious allusions, registers, and figures of speech. To solve the problem, Koskinen applied strategy for prose translation which was very practical.

RESEARCH METHOD

Design of the Research

The design of this research is Annotated Translation by applying qualitative research approach. Annotated translation is a type of translation which in its process the researcher takes notes of the problems encountered.

To differentiate sentences for the annotated translation in the novel, I developed codes so that it would ease the reader and me to find the sentences which contained problems.

Object of the Research

The object of this research was a teen lit novel with the title *Flipped* by Wendelin Van Draanen which was published in 2001 and was adapted into a movie with the same title in 2010. The novel consists of 212 pages and 14 chapters with 60,718 words, but only 16,809 words were annotated translated. The chapters which were annotated translated were chapter 1 until chapter 5. The five chapters were chosen as they consist of various idiomatic expressions which can represent the whole chapters of the story.

FINDINGS AND DISCUSSION

The data of this research was taken from a novel with the title “Flipped” by Wendelin Van Draanen from chapter one until chapter five. All sentences in those five chapters were translated from English into Bahasa Indonesia. There were 1,115 sentences from source text which had been annotated translated into target text. There are two main problems defined for this annotated translation research, namely problem in understanding and problem in transfer.

I encountered seventy-five difficulties or problems during the translation process. It covered problems in understanding with fourteen items and transfer with sixty-one items. In addition, I also found a problem which contained understanding and transfer, which was the combination of major problems in this research. I faced twenty-three difficulties in understanding and transfer at once. Each problem was encountered in the form of word, phrase, and clause.

First, problems were encountered in understanding. It consisted difficulties in words were four items, phrases were eight items, and clauses were two items. The data is presented in the table below.

Table 1: Problems Encountered in Understanding

No.	Type of Problems	Number of Annotated Items	Percentage
1.	Word	4	28.57%
2.	Phrase	8	57.14%
3.	Clause	2	14.29%
Total		14	100%

Second, problems were encountered in transfer. It consisted difficulties in words were nineteen items, phrases were fourteen items, and clauses were twenty-eight items. The data is presented in the table below.

Table 2: Problems Encountered in Transfer

No.	Type of Problems	Number of Annotated Items	Percentage
1.	Word	19	31.15%
2.	Phrase	14	22.95%
3.	Clause	28	45.90%
Total		61	100%

From the data above, it can be concluded that most problems (81.33%) were transfer problems, while only less than one-fifth (18.67%) were understanding problems.

Table 3: Problems in Understanding and Transfer

No.	Type of Problems	Number of Annotated Items	Percentage
1.	Understanding	14	18.67%
2.	Transfer	61	81.33%
Total		75	100%

Third, problems were encountered in understanding and transfer. It consisted difficulties in words were four items, phrases were seventeen items, and in clauses were two items. The data is presented in the table below.

Table 4: Problems Encountered in Understanding and Transfer

No.	Type of Problems (Understanding and Transfer)	Number of Annotated Items	Percentage
1.	Word	4	17.39%
2.	Phrase	17	73.91%
3.	Clause	2	8.69%
Total		23	100%

Since there were only two main problems defined, I summed up those three problems. The detailed information is presented in the tables below.

Table 5: The Sum of Understanding Problems

No	Type of Problems (Understanding)	Number of Annotated Items	Percentage
1.	Word	8	30.57%
2.	Phrase	25	67.56%
3.	Clause	4	1.87%
Total		37	100%

Table 6 The Sum of Transfer Problems

No.	Type of Problems (Transfer)	Number of Annotated Items	Percentage
1.	Word	23	27.38%
2.	Phrase	31	36.90%
3.	Clause	30	35.72%
Total		84	100%

Table 7 The Sum of Problems Encountered

No.	Type of Problems	Number of Annotated Items	Percentage
1.	Understanding	37	30.57%
2.	Transfer	84	69.43%
Total		121	100%

Problems which were encountered during translation activity were distinguished into two main problems, they were understanding and transfer.

Understanding

Problems encountered which included in understanding were word, phrase, and clause.

1.1.1.1 Word

CODE	SOURCE TEXT	TARGET TEXT
I-38-U-W	I smiled and said, "Sure thing!" then jumped off the liftgate and headed for my new front door.	Aku tersenyum dan berkata, "Tentu saja!" lalu melompat keluar dari pintu belakang van dan menuju pintu depan rumah baruku.

The word liftgate in Bahasa Indonesia means *pintu lift*. However, I thought the meaning was not suitable for the context. I searched on the internet using the word as the keyword. After that, I went to the image explorer. From the picture shown, I understood that liftgate is a backdoor of vehicles like kinds of cars or trucks.



Figure 1: liftgate

Therefore, I translated liftgate into *pintu belakang van* in Bahasa Indonesia.

Phrase

CODE	SOURCE TEXT	TARGET TEXT
V-958-U-P	First she had to get all mushy with that mangy mutt of hers.	Pertama-tama dia harus bermesraan dengan anjingnya terlebih dahulu.

To get the meaning of the phrase, I used Google and entered the highlighted phrase as the keyword. I found a website, hinative.com, and it defined the idiom as expression to express someone's affection. Since the expression could not be translated literally, the expression could be changed into expression which has closer meaning (Bassnett, 2002). Therefore, I translated get all mushy into *bermesraan*.

4.1.1.3 Clause

CODE	SOURCE TEXT	TARGET TEXT
I-137-U-C	It started out slow – one of those Nah-that’s-not-right ideas you get and forget.	Dimulai mencoba beberapa ide dengan perlahan. Tidak, ternyata itu bukan ide yang bagus yang kau dapat, lalu lupakan.

To get the meaning of the clause, first I read the whole sentence. After I read the sentence, I realized that there was a word that I did not know the meaning yet, the word was Nah. Then I searched the meaning of the word “Nah”. I searched on Google using the word as the keyword. According to dictionary.cambridge.org, “Nah” is the slang of the word no. After that, I tried to think the translation based on the context. Then I consulted to my advisor to make sure that I translated correctly.

Transfer

The Problems encountered which included in understanding were word, phrase, and clause.

1.1.1.2 Word

CODE	SOURCE TEXT	TARGET TEXT
II-204-T-W	The first day I met Bryce Loski, I flipped.	Pertama kali aku bertemu Bryce Loski, Aku terpukau.

The word flipped in this context cannot be translated literally. I searched on Google the other definition of the word flipped. Based on dictionary.com, the word flipped is defined as a reaction towards something in an enthusiastic, amazed, and happy way. Moreover, I also watched the film which was adapted from the novel. The subtitler translated the word flipped into *terkesima* in Bahasa Indonesia. After I consulted with my supervisor, it would be better to translate the slang word into *terpukau*.

Phrase

CODE	SOURCE TEXT	TARGET TEXT
I-33-T-P	I knew right off that this was a ditch play.	Aku langsung mengerti kalau ini adalah ditch play.

In Bahasa Indonesia the ditch “ditch” means *menyingkirkan*. Since I still could not get the meaning, then I searched on Google using the phrase as the keyword. I found a website namely englishforums.com. The website explained ditch play as ending relationship in an impolite way. In Bahasa Indonesia, it can be called as *mengusir*. Moreover, it also took example from the same novel I translated. Based on the context above, it can be concluded that Bryce’s father wanted to get rid of Juli. Then he uses a strategy (play) to make her go. From the explanation above, I tried to explain what was meant by ditch play. I wrote the explanation in the form of footnote. Footnoting is one way to explain from visibility change pragmatic translation strategy as suggested by Chesterman (1997).

1.1.1.3 Clause

CODE	SOURCE TEXT	TARGET TEXT
I-4-T-C	And since we’re now about done with the eighth grade, that, my friend, makes more than half a decade of strategic avoidance and social discomfort.	Karena kami akan naik ke kelas sembilan, maka genap sudah setengah dekade aku menghindarinya secara sengaja dan terstruktur dan selama itu aku merasa sangat tidak nyaman.

The clause “And since we’re now about done with the eighth grade,” if it is translated literally, the translation becomes “Karena kami akan selesai dari kelas delapan,”. The translation is still understood Indonesian.

However, it does not sound natural. To make it better, I applied translation strategy from Chesterman (1997) namely paraphrase. Paraphrase is categorized in semantic strategy which functions to modify the original word meaning.

Discussion

Based on the problems encountered and the way to solve them, the strategies which were suitable to translate this novel were Chesterman's translation strategies and strategy to translate idiomatic terms which was derived from Duff (as cited in Suratni, 2013) and Belloc (as cited in Bassnett, 2002). The principle of literary translation has to be applied in translating prose or novel. In addition, since the target text is in Bahasa Indonesia, it will be much better if translator use KBBI (Kamus Besar Bahasa Indonesia), which is also available in the form of application for mobile phone to check the standard form of language in Indonesian.

Conclusion

From those problems I encountered during conducting the research, there are two main problems that I found, they were problems in understanding and problems in transfer covered in the form of word, phrase, and clause. To overcome the problems, I applied some strategies, for instance, using dictionary, both bilingual dictionary or online dictionary. In this research, online dictionaries were very useful because they provide information about idiomatic terms which sometimes are not available in offline dictionaries. I did not only use internet to find the meaning of terms, but also analysed the meanings through searching some websites and looking for related pictures which provided information about the meaning of words that I was looking for.

Translation strategy and translation theories which was derived from experts were also applied, especially guidelines to translate literary work, in this case prose or novel. In addition, I also gained information by asking

my friends and my advisors when dictionaries and internet did not help.

REFERENCES

- Ayuningtyas, P. N., & Said, M. (2017). An Annotated Translation of a Baby for Rebecca by Trisha Alexander. *Journal of Language and Literature*, 5(2), 91-97. Retrieved from <https://ejournal.gunadarma.ac.id/index.php/sastra/article/view/1771>
- Bassnett, S. (2013). *Translation Studies* (4th ed.). London, England: Routledge.
- Catford, J. C. (1965). *Linguistic theory of translation*. London, England: Oxford University Press.
- Cuddon, J. A. (). *A Dictionary of Literary Terms and Literary Theory 5th ed.* West Sussex: Wiley-Blackwell
- Chesterman, A. (1997). *Memes of Translation*. Amsterdam, Netherlands: John Benjamins Publishing.
- Newmark, P. (1987). *Textbook Of Translation*. Philadelphia, PA: Prentice Hall.
- Retnomurti, A. B. (2016). Annotated Translation of Nights in Rodanthe by Nicholas Sparks. *Deiksis*, 8(2), 189-198. Retrieved from <https://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/726/643>
- Savory, Theodore. (1968). *The Art of Translation*.
- Suratni. (2010). An Annotated Translation of *My Lover My Friend*. *Lingua Didaktika*, 7(1), 66-74. doi: 10.24036/ld.v7i1.7256
- Wulandari, Ratna. (2019). An annotated translation of The Sea Wolf. *Translation Studies*. Retrieved from https://www.researchgate.net/publication/332110912_AN_ANNOTATED_TRANSLATION_OF_THE_SEA_WOLF
- Yuniarti, Ika. (2013). *Ketidakadilan Gender dalam Novel Ibu Saya Dipoligami Karya Fatma Elly: Tinjauan Sastra Feminis dan Impelementasinya dalam Pembelajaran Sastra di SMA*. Retrieved from <http://eprints.ums.ac.id/24503/>