ANNOTATED TRANSLATION OF CHILDREN’S SHORT STORIES

Engkay Sukarsih

Faculty of Letters
Gunadarma University
E-mail: engkay.sukarsih@yahoo.com

ABSTRACT

An annotated translation is a translation with additional notes (annotation) as the reasons of the equivalent words chosen in the target language. This research entitled “Annotated Translation of Children’s Short Stories”. The writer chose this topic because there are many children’s short stories have not been translated. The aims of this research are to identify the difficulties encountered by the writer and to describe the translation strategies employed by the writer in translating children’s short stories. In this research, the writer used introspective and retrospective method. The result of the research shows that problems of annotation are related to lexicon, grammatical structure, communication situation, and cultural context. And to solve the problems, the writer employed theories and procedures of translation suggested by experts.

INTRODUCTION

Background of the Research

Language is a purely human and nonistinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. Language also can be defined as a system of phonetic symbols for the expression of communicable thought and feeling (Saphir, 1949:7). Translating a text into other languages is also an important thing to understand and to communicate those thought and feeling.

Nowadays, translation is one of the important fields because there are many good books written in foreign languages. Translation is not only about changing the form of the source language into a target language, but also about maintaining the message and the meaning of the source language. In other words in translating, the translators have to reproduce text of the source language into a target language without changing the message and the meaning although the form may be changed. But in the process of translation itself, occasionally, they will encounter some difficulties. The difficulties may deal with lexicon, grammatical structure, communication situation, and cultural context (Larson, 1984:3). One of the difficulties may occur in translating is to find out the equivalence of the source language into the target language in order to get the naturalness, accuracy, and clearness.

It occurs because there are no two languages or cultures which are exactly same in this world. These differences challenge translators in order to find out the equivalence of the source language into the target language.

When translators equalize words or idioms, sometimes they have to add explanatory note of word which is unequal in the target language. It is done in order to make the readers understand the word which is unequal in the target language. This note is called annotation.
From the definition above, it is important to accomplish this research because annotation can be employed as a way of describing the problems encountered in translation. This research focuses on the translation of children’s short stories because the writer finds that there are many children short stories have not been translated. Another reason is because translation is an interesting subject to be discussed.

**Problem Formulation**

a. What are the difficulties encountered by the writer in translating Children’s Short Stories?
b. How are the difficulties solved in translating Children’s Short Stories?

**Aim of the Research**

a. To identify the difficulties encountered by the writer in translating Children’s Short Stories.
b. To describe the translation strategies employed by the translator in translating Children’s Short Stories.

**THEORETICAL REVIEW**

**Theory of Translation**

Eugene A. Nida and Charles R. Taber in their book “The Theory and Practice of Translation”, define translation as follow: Translating consists in reproduction in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style (Nida and Taber, 1969:12).

According to Larson (1984:3) translation consist of transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way semantic structure. It is meaning which is being transferred and must be held constant. Only the form changes. And latter he says that “translation, then, consist of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

To conclude, the writer defines the translation as a process of reproducing a source language (SL) into another language (TL) but still has the same meaning or the ideas.

**Kinds of Translation**

Larson in the book, Meaning-Based Translation, gives his discussion about kinds of translation. He divides the kinds of translation into two; literal and idiomatic translation because a given text has both form and meaning (Larson, 1984:15).

First is Form-based translations. This translation attempts to follow the form of the source language and are known as literal translation. An interlinear translation is completely a literal translation. Second is Idiomatic translation. This translation uses the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written
originally in the receptor language. Therefore, a good translator will try to translate idiomatically.

Newmark (1988, 22-23) has proposed two methods of translation that appropriate to any text. Those are communicative translation and semantic translation. Communicative translation is the translation where the translator attempts to produce the same effect on the target language as was produced by the original on the source language readers. In addition, Newmark states that a communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language, tending to undertranslate, i.e. to use more generic, hold-all terms in difficult passages. Semantic translation, where the translator attempts, within the bare syntactic and semantic constraints of the target language, to produce the precise contextual meaning of the author.

**Process of Translation**

According to Said (1994:18-26), translation, basically, is a change of “form” from a source language text (SLT) into a target language text (TLT). When we talk about the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, sections, divisions, parts and texts, which are spoken or written. These forms are referred to as the surface structure of a language.

In translation, the form of the source language (SL) is replaced by the form of the target language (TL). However, in the process of replacing the form, the translator is engaged with “meaning” that should be “re-expressed and maintained” in the TL. Larson (1998:3) suggests that in theory, the process of translation can be diagrammed as shown in figure 1.

In this process, translation is done by going from the form of the first language to the form of the second language by way of semantic structure. It is “meaning” which is being transferred and must be held constant. Only the *form* changes. The form from which translation is made will be called the Source Language and the form into which it is to be changed will be called the Receptor Language. Translation, then, consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Further elaborate, Said suggested a diagram process of translation adopted from Larson as follow:
Said states that **Lexicon** relates to words, phrases, or idioms that the writer used to convey the message to the readers. **Grammatical Structure** means the translator do not doubt not to follow the structure of source language text because the translator’s duty is to reconvey the message of the source language text into the target language text, not to convey the form. **Communication situation** relates to the choice of words the translator used to convey the same situation of the source language text into the target language text. The choice of words also relates to the reader of the text. And **cultural context** relates to the culture which is unknown in the target language text. So the translator should find the equivalent of the word in the target language (Said, 2011: 6-77).

**Procedures of Translation**

While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language.

- **Naturalization**
  
  This procedure succeeds transference and adapts the SL word first to the normal pronunciation, then- to the normal morphology (word-forms) of the TL. For the vast majority of texts, you have to ensure: (a) that your translation makes sense; (b) that it reads naturally, that it is written in ordinary language, the common grammar, idioms and words that meet that kind of situation.
In this research, the writer found the example such as “poinsettia” into “poinsetia” and “poppy” into “apiun”

- **The Cultural Equivalent**
  This is an approximate translation where a SL cultural word is translated by a TL cultural word, e.g. ‘undergraduate’ in English is translated by ‘S1 (Strata 1)’ in Indonesian.
  In this research, the writer converted the length “miles”, “inch” and “feet” into “kilometer”, “centimeter”, and “meter” which are more common in the target language.

- **Paraphrase**
  This is an implication or explanation of the meaning of a segment of the text. It is used in an ‘anonymous’ text when it is poorly written, or it has important implication and omissions.
  In this research, the writer gave example of paraphrase in the sentence “Don’t you find life very dull taking so long to cover a few yards?” into “Apa kamu tidak bosan menghabiskan waktu lama untuk menempuh beberapa meter saja?”.

- **Deletion**
  Deletion is omitting redundant stretches of language in non-authoritative texts, especially metaphors and intensifiers.
  Example of deletion in this research such as the articles “a and an”, and the word “went” in “went to bed”.

- **Notes, Addition, Glosses**
  Adding additional information in the translator’s version is also adopted in the practice of translation. The additional information may take various forms: (1) within the text, (2) notes at bottom of page, (3) notes at end of the chapter and (4) notes at end of book.
  In this research, the writer added explanation in bracket after the word “poinsettia” and “poppy” to give information to the readers.

- **Cohesion and Coherence**
  **Cohesion** is the network of lexical, grammatical, and other relations which provide links between various parts of a text. These relations or ties organize and, to some extent create a text, for instance by requiring the reader to interpret words and expressions by reference to other words and expressions in the surrounding sentences and paragraphs (Baker, 2001:180).
  Like cohesion, **coherence** is a network of relations which organize and create a text: cohesion is the network of surface relations which link words and expressions to other words and expressions in a text, and coherence is the network of conceptual relations which underlie the surface text. Both concern the way stretches of language are connected to each other.
  In this research, the writer found the example of cohesion such as the word “the farmer” is translated into “sang kakak”.

- **Transference**
  Transference is the process of transferring a SL word to a TL text as a translation procedure. It is the same as Catford's transference, and includes transliteration, which relates to the conversion of different alphabets. The word then becomes a ‘loan word’.
  In this research, the writer borrowed the word “Poinsettia” and “favourite” of the source language text to target language text.
Definition of Annotation and Annotated translation

How the annotation is known in the translation, researcher adopts some explanations. Based on Oxford Advance Learner’s Dictionary (2003: 44), annotate is “to add notes to a book or text, giving explanations, or comments”.

Hatim (2001) stated, Annotation is ‘a translation that seeks with its annotations and its accompanying glosses to locate the text in a rich cultural and linguistic context’ (p. 137).

As it is a gloss of text, Newmark (1988) explained in his theory of Notes, Addition and Glosses of translation which mean ‘supplying additional information in translation (p. 91). Additional information in the translation may take various forms: (1) within the text, (2) notes at bottom of page, (3) notes at end of the chapter and (4) notes at end of book.

While Williams and Chesterman in their book entitled “The MAP: A Beginner’s Guide to Doing Research in Translation Studies” state annotated translation as follow: A translation with commentary (or annotated translations) is a form of introspective and retrospective research where you yourself translate a text and, at the same time write a commentary on your own translation process. This commentary will include some discussion of the translation assignment, an analysis of aspects of the source text, and a reasoned justification of the kinds of solutions you arrived at for particular kinds of translation problems.

From the definition above, the writer conclude that annotated translation is a kind of translation where the translator itself is the annotator and give explanation why she/he did such when translated the text.

RESEARCH METHOD

Research Design

In this research, the writer used introspective and retrospective research methods which showed that the writer is the translator and the annotator of the text. Those were described in the definition of the terms that introspective means examining one’s own thoughts, feeling, etc., (Oxford Learner Dictionary, 1980). It is a method looking into the translator’s feeling and thoughts of why and how the texts are translated. The problems she faced and the procedures she took to solve were involved in her annotation. Meanwhile, retrospective means looking back on the past. It is also her research method. It means that when the researcher performed her annotation, she considers by looking back on her problematics and reasons of why she did such and else when she translated the text.

Source of the Data

The source of the data in this research is the English Children’s Short Stories which were taken from internet. The writer only used 20 children short stories and they were taken from three main sites retrieved On Monday, 9th May 2011. Those sites are:

- [http://freestoriesforkids.com](http://freestoriesforkids.com)
- [http://www.kidsgen.com](http://www.kidsgen.com)
- [http://www.funnyjunkz.com](http://www.funnyjunkz.com)
Data Collection Procedures

In collecting the data, the following procedures are taken:
1. Collecting 20 children short stories from the sites mentioned in source of data.
2. Translating the children short stories into Indonesian.
3. Identifying the difficulties in children short stories.
4. Placing children short stories, both in English and Indonesian, into a table of two columns; the first column is the source language and the second one is the target language.

Data Analysis Procedures

The data analysis procedures used by the researcher are as follows:
1. The source text is read thoroughly to give a full understanding of the content.
2. Independently the researcher translates the source text into Indonesian (in this case, the source is in English).
3. During the course of translating text, the researcher regularly consults to her advisors to discuss problems she encounters referring to the task undertaken.
4. These problematic items should be analyzed and the researcher then should give reasonable reasons as to the solving of these problems.

RESULT OF THE STUDY AND DISCUSSION

There were four categories of the problems of annotation encountered by the translator during translating Children’s Short Stories. Those are related to lexicons, grammatical structure, communication situation, and cultural context. Here are some examples and explanations of the problems or difficulties of annotation encountered by the translator.

Lexicons

Lexicon relates to words, phrases, or idioms that the writer used to convey the message to the readers (Said, 2008: 4).

- **Deletion**

<table>
<thead>
<tr>
<th>Source Language Text</th>
<th>Target Language Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>One was a beautiful living-room door, and the other was just an ordinary bathroom door. (That’s Enough!)</td>
<td>Salah satunya pintu ruang tamu yang indah dan yang lain hanya pintu kamar mandi biasa. (Cukup!)</td>
</tr>
</tbody>
</table>

Annotation:

Article ‘a’ and ‘an’ in the sentence above are not translated or zero translation. It was done because the indefinite article in English does not always have to translate into Indonesian. In the context, the sentence indicates general meaning. Therefore, the article ‘a’ and ‘an’ are not translated. The writer used technique suggested by Said, because the article ‘a’ and ‘an’ in the sentence above are general (Said, 2011: 57).

- **Addition**

<table>
<thead>
<tr>
<th>Source Language Text</th>
<th>Target Language Text</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
They met a couple on the way.  
(You Can’t Please Everyone)

Mereka bertemu sepasang pejalan kaki dalam perjalanan.  
(Kamu Tidak Bisa Menyenangkan Semua Orang)

Annotation:
In the sentence above, the writer added a phrase “pejalan kaki” whereas in the source language there is no word “pedestrian”. It was done because if the writer did not add the phrase “pejalan kaki”, the sentence would be unclear. The writer added that phrase in order to the sentence will not be sounded awkward. This technique is suggested by Newmark (1988: 81-93).

- Cohesion

<table>
<thead>
<tr>
<th>Source Language Text</th>
<th>Target Language Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>About sunset when the farmer returned, the carpenter had just finished his job. (Two Brothers with Farms Quarrel)</td>
<td>Menjelang matahari terbenam ketika sang kakak kembali, tukang kayu baru saja menyelesaikan pekerjaannya. (Dua bersaudara memperebutkan Ladang)</td>
</tr>
</tbody>
</table>

Annotation:
In the sentence above, the word “the farmer” is translated into “sang kakak”. If it is translated literally, the translation of “the farmer” is “petani”. But, since the word “the farmer” refers to the previous person of the text, in this case is the brother. Therefore, the best translation of “the farmer” should be “sang kakak”. This technique is suggested by Baker (2001: 180).

- Idiomatic

<table>
<thead>
<tr>
<th>Source Language Text</th>
<th>Target Language Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPLE rose up to his full height. (The Color of Friendship)</td>
<td>UNGU bangkit sambil membusungkan dara. Dia sangat tinggi dan berbicara dengan angkuh: &quot;Aku warna kerajaan dan kekuasaan. (Warna Persahabatan)</td>
</tr>
</tbody>
</table>

Annotation:
In the sentence above, the writer translated “rose up to his full height” into “bangkit sambil membusungkan dara”. This translation used idiomatic translation procedures because idiomatic translation uses the natural forms of the receptor language. The writer translated the words idiomatically in order to emphasize the context and the meaning of the next sentence. This technique is suggested by Larson.

Grammatical Structure

Grammatical Structure means the translator do not doubt to not to follow the structure of source language text because the translator’s duty is to re-convey the message of the source language text into the target language text, not to convey the form (Said, 2011).

- Plurality

<table>
<thead>
<tr>
<th>Source Language Text</th>
<th>Target Language Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kings, chiefs, and bishops have always chosen me for I am the sign of authority and wisdom.</td>
<td>Raja, pemimpin dan uskup memilihku sebagai petanda kekuasaan dan kebijaksanaan.</td>
</tr>
</tbody>
</table>

Annotation:

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### Sentence

<table>
<thead>
<tr>
<th>Source Language Text</th>
<th>Target Language Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want you to build me a fence -- an 8-foot fence — so I won’t need to see his place or his face anymore.”</td>
<td>Saya ingin Anda membuatkan saya pagar. Pagar setinggi 2,4 meter. Jadi saya tidak perlu melihat rumahnya atau wajahnya lagi.”</td>
</tr>
</tbody>
</table>

*(Two Brother with Farm Quarrel)*

**Annotation:**

In the sentence above, the writer divided one sentence of the Source Language Text into three simple sentences in the Target Language Text. In the source language, clause “an 8 foot fence” is used as additional information. But in the target language the writer made it as simple sentence. It was done because this text is intended for young children. By dividing the sentences, children can easily understand the story. The writer adopted statement stated by Damono that one of the characteristic of children’s text is using simple and short sentence.

### Paraphrase

<table>
<thead>
<tr>
<th>Source Language Text</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Don't you find life very dull taking so long to cover a few yards?</td>
<td>Apa kamu tidak bosan harus menghabiskan waktu lama untuk menempuh beberapa meter saja?</td>
</tr>
</tbody>
</table>

*(The Hare and The Tortoise)*

**Annotation:**

In the sentence above, the writer changed the form of the text by using paraphrase. It was done because if the text was translated with the same form as in the source language, the translation would be sounded unnatural in the target language. Therefore, the message could not be conveyed clearly. That is why the writer decided to change the form but still had the same message. Paraphrase is suggested by Newmark (1988:81-93).

### Communication Situation

Communication situation relates to the choice of words the translator used to convey the same situation of the source language text into the target language text. The choice of words relates to the target readers of the text; social status, age; place and time; etc. The writer used Larson’s theory elaborated by Said (2011:77).

<table>
<thead>
<tr>
<th>Source Language Text</th>
<th>Target Language Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was chosen for grass, trees, leaves - without me, all animals would die.</td>
<td>Aku dipilih sebagai warna rumput, pohon, dan daun. Tanpa aku semua hewan akan mati.</td>
</tr>
</tbody>
</table>

*(The Color of Friendship)*

**Annotation:**
In the sentence above, pronoun “I” is translated into “aku”. In Indonesian, there are several first person singular pronouns such as aku, saya, and daku. The use of the pronouns is based on three parameters, they are; age, social status, and intimacy. Commonly, “Saya” is used in the formal situation to show respectful. Since this text is intended for young children, pronoun “I” is more appropriate if translated into “aku” because “aku” indicates the intimacy.

<table>
<thead>
<tr>
<th>Source Language Text</th>
<th>Target Language Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once upon a time the colors of the world started to quarrel: all <strong>claimed</strong> that they were the best, the most important, the most useful, the favorite.</td>
<td>Pada suatu hari warna di dunia mulai bertengkar. Semua <strong>mengaku</strong> bahwa mereka adalah yang terbaik, yang paling penting, paling berguna, dan paling favorit.</td>
</tr>
</tbody>
</table>

**Annotation:**

Many times, the word “claim” can be translated into “mengklaim” which is naturalized into Indonesian. However, since this text is intended for young children, the translation of “claim” into “mengklaim” is not appropriate. So, the best translation for the word “claim” in this context is “mengaku”. The word “mengaku” is appropriate for young children because this word is more common with everybody while the word “mengklaim” is used for scientific work.

**Cultural Context**

Cultural context relates to the culture which is unknown in the target language text. Therefore, the translator should find the equivalent of the word in the target language.

<table>
<thead>
<tr>
<th>Source Language Text</th>
<th>Target Language Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am the color of passion and of love, the red rose, the <strong>poinsettia</strong> and the <strong>poppy</strong>.”</td>
<td>Aku warna keinginan, cinta, mawar merah, tanaman <strong>poinsettia</strong> (tumbuhan berdaun merah) dan bunga <strong>apiun</strong> (bunga berwarna merah).”</td>
</tr>
</tbody>
</table>

**Annotation:**

In the sentence above, the writer modified the word “poinsettia” and “poppy” in the target language. This modification used to give further information about the word itself because not many people are familiar with the words. The writer adopted the modification technique from Said’s book. This technique is also suggested by Newmark (Notes, addition, glosses) by adding notes within the text (Newmark, 1988: 81-93).

<table>
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<td>I want you to build me a fence — an <strong>8-foot</strong> fence — so I won’t need to see his place or his face anymore.”</td>
<td>Saya ingin Anda membuatkan saya pagar. Pagar setinggi <strong>2,4 meter</strong>. Jadi saya tidak perlu melihat rumahnya atau wajahnya lagi &quot;</td>
</tr>
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**(Two Brothers with Farms Quarrel)**

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<tr>
<td>Don't you find life very dull taking so long to cover <strong>a few yards</strong>?</td>
<td>Apa kamu tidak bosan menghabiskan waktu lama untuk menempuh <strong>beberapa meter</strong> saja?</td>
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</tbody>
</table>

**(The hare and the Tortoise)**

<table>
<thead>
<tr>
<th>Source Language Text</th>
<th>Target Language Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then he rushed to the town that was</td>
<td>Kemudian ia bergegas ke kota yang</td>
</tr>
</tbody>
</table>

(Kemudian ia bergegas ke kota yang)
ten miles away and fetched a more experienced doctor who lived there.

(Be Good to Your Enemies II)

One day, he was walking along in Bionic City, when a big yellow door suddenly appeared, about an inch in front of his piezoelectric optical sensors (that's eyes to you and me, but XT-27 liked to use highly technical sounding words for everything).

(The Best Robot)

Annotation:

To translate the length, the writer converted into the measurements used commonly in the target language, in this case Indonesian. The writer converted foot into meter (1 foot = 30 cm), miles into kilometer / km (1 miles = 1,609 km), inch into centimeter (1 inch = 2,5 cm), and yard into meter. So that, the writer translated 8 foot into 2,4 meter, 10 miles into 16,1 km, an inch into 2,5 cm, and yards into beberapa meter. The translation technique of these used cultural equivalent suggested by Newmark (1988: 81-93).

Summary

From the discussion above, the writer summarized the problems of annotation that the writer encountered related to lexicon, grammatical structure, communication situation, and cultural context. Lexicon related to words, phrases, or idioms that the writer used to convey the message to readers. It is very important to choose the appropriate words, phrases, or idioms because it will influence the understandable of the text. Grammatical structure related to structure that used. The writer did not have to follow the structure of source language text, because the writer’s duty is to re-convey the message not the structure. Communication situation related to choice of words that used to convey the message to the readers. They related to the social status and age, place and time, target readers, and etc. Since this text is intended for young children, the writer used the simplest and the most appropriate words for young children. Cultural context related to cultural words in target language that used to translate cultural word in source language.

To solve the problems, the writer employed theories and procedures of translation which are suggested by experts such as Larson, Newmark, Baker, and Said.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data analysis and the discussion, the following conclusions were drawn:

a. The problems encountered by the translator during translating Children’s Short Stories are the problems related to lexicon, grammatical structure, communication situation, and cultural context.

b. In order to be able to translate the text and to solve the problems (lexicon, grammatical structure, communication situation, and cultural context), the writer used translation procedures suggested by the experts and the theories of structure of source language and target language.
c. In translating children’s short stories, the translator was aware of the choice of words and grammatical structure suitable with the target readers, i.e. children, since the original texts were intended for young children.

d. The most interesting findings in this research are the words and idioms which are unfamiliar with Indonesian children such as the words “claim”, “poinsettia”, “poppy” and idioms such as “his jaw dropped”, “took pity” “sleep soundly”. These unfamiliar words and idioms are closely related to source language readers. Consequently, the translation technique adopted in this problem is communicative; i.e. the focus is the target language readers.

Suggestion

This research focuses on “Annotated Translation on Children’s Short Stories”. Short stories for other target readers such as teenagers and adults are necessary to be annotated since the choice of words, grammatical structure and the messages are different from children’s short stories because they are specific for teenagers and adults.

BIBLIOGRAPHY


