AN ANNOTATED TRANSLATION OF
Falling into Glory

Engliana

Jl. Waru VI No.8, Kapuk, Cengkareng
Jakarta Barat 11720
engliana@gmail.com

ABSTRACT
This research is an annotated translation. The object of the research is an English novel Falling into Glory and its translation. The purposes of this research are: 1) to attain factual information concerning the problems faced by the translator/researcher in translating the source text and 2) to give plausible solutions to the difficulties. In conducting this annotated translation research, the translator/researcher uses the introspective and retrospective methods. The result and analysis revealed that there were 12 words, 6 phrases, 2 clauses, 1 sentence, and 4 figures of speech from the 25 aspects of languages analysed that were difficult for the translator/researcher; those difficulties were at the same time became problems for the translator/researcher. The solution of the problems was attained by the annotation or analysis done relevant to the translation strategies and translation theories.
Key words: annotation, introspective, retrospective, translation.

INTRODUCTION
In this part of the research the researcher is describing the justification of the research, relevant researches which have been conducted, position of the research and significance of the research. It was important to carry out this research as annotated translation applies in practical sense the theories that the researcher had studied in class, namely theories of translation and theories of the English and Indonesian language as
well as cultural background study. Furthermore, this research deepens one’s ability in analysing English source language and Indonesian target language texts, especially for those who are interested in translation. Previous researches that are related to this research are: 1) Suratni (2008) conducted a research with the title *An Annotated Translation of My Lover, My Friend*; 2) Yosepha Respati (2007) carried out an annotated translation entitled *Penerjemahan Beranotasi: novel Under the Dragon: travels in a betrayed land*; 3) Ane Husstad-Nedberg (2005) carried out a research *An annotated translation of “Manboksa chop’o ki” by Kim Sisup.*

**REVIEWED OF RELATED LITERATURE**

The theories used in this research are the theories of translation and theories of English and Indonesian languages as well as the translation strategies.

*Theories of Translation*

Duff (1990) suggested six Principles of Translation (p.10-11) namely meaning, form, register, source language influence, style and clarity, and idiom. Other than that, there are some translation theories such as theories of translating implicit and explicit information taken from Larson (1984), Duff (1984), and the *Summer Institute of Linguistics* (1984); conducting idiomatic translation uses theories from Larson (1984); theories communicative translation is used as said by Newmark (1986); theories of semantic translation which suggested by Newmark (1986); overtranslation/undertranslation by Newmark (1981, 1986), paddind/gutting by Duff (1984), redundancy by Larson (1984), and expansion/reduction by Nida and Taber (1982); the theories of shifts are taken from Munday (2001) as cited in Catford conveying two major shifts in translating process, namely level and category shifts;
Theories of translating figures of speech such as metaphor, simile, and idiom are mentioned by Larson (1984), Duff (1990), and Baker (1982); theories of naturalness in translation are involving Nida and Taber (1982), Larson (1984), and Newmark (1986); and theories of translating situational context are taken from Nida and Taber (1982) and Larson (1984).

**Theories of English and Indonesian Languages**

This subchapter mentioned theories of English and Indonesian languages used concerning to translating grammatical forms of pronoun system or *pronomina* from *Tata Bahasa Baku Bahasa Indonesia* (2003) and Chaer (2006); idiom or *verba-nomina-adjektiva majemuk* from *Tata Bahasa Baku Bahasa Indonesia* (2003), Larson (1984), and Frank (1972); emphasizer and *artikel penegas* are taken from *Tata Bahasa Baku Bahasa Indonesia* (2003), Chaer (2006), and Frank (1972); cohesion and *kohesi* are referred from *Tata Bahasa Baku Bahasa Indonesia* (2003) and Richards et al. (1985); punctuation and *tanda baca*: semicolon are referred from Duff (1984) and Frank (1972).

**Strategies of Translation**

There are two kinds of strategies of translation conducted in this research in order to solve problems and difficulties: William and Chesterman (2003) covers syntactic, semantic, pragmatic, and emphasis on stylistic appropriateness strategies; and Baker (1992) who covers strategies used by professional translators and strategies of the translation of idioms.
DESIGN AND PROCEDURES OF THE RESEARCH

Research Design

This research belongs to the area of analysis of the original and source text which covers a study on annotated translation. Introspective and retrospective research are included in this annotated translation study. Introspective method is carried out when “…the process of observing and reflecting on one’s thoughts, feelings, motives, reasoning processes, and mental states with a view to determining the ways in which these processes and states determine our behaviour.” (Nunan, 1992, p.115). Introspective method is included in this annotated translation research, in which the researcher herself translates the text and, at the same time, writes annotations on her own translation process. Furthermore, Nunan (1992) stated that the retrospective research is conduct when “…retrospective data are collected some time after the event under investigation has taken place.” (p. 124). Retrospective research is a study investigating the mental processes through the researcher’s original memory immediately after he/she has translated.

Procedures of the Research

The process of this research will be as follows:

1. The source text is read thoroughly to give a full understanding of the content. Independently the translator/researcher translates the source text into Indonesian (the source text is in English).

2. At the same time she marks down the words/phrases/clauses/sentence of any other language components that has become a problem in the process of translating.
3. During the course of translating the text, the translator/researcher regularly
consults her advisor to discuss problems she encounters referring to the task
undertaken.

4. These problematic items should be analysed and the translator/researcher then
should give plausible reasons as to the solving of these problems.

5. Among the problems found during the process of translation, the
translator/researcher has taken only the most crucial ones due to the limited time
allotted.

RESULT AND DISCUSSION

The source text amounted up to 15,011 words and translated into the Indonesian
language as the target text. During the process of translating the source text, the
researcher collects the data being investigated which amount all in all 117 items. The
collected data was then be categorised and classified in order to be analysed in line with
the relevant translation studies and theories.

The translator/researcher took 25 items which were the most difficult problems to be
solved during the course of translating the novel. Those 25 items are covered in six
different categories: word, phrase, clause, sentence, and figure of speech.

Analysis and Annotation

Words

There are 13 words to be annotated in this category that revealed the words:
“…delights”; “I…”; “…flattened…”;”She…”; “How…”; “Between…”; “…it…”; “It…
sad…”; “…desert”; “…Nana’s”; “…entrance”; and “…stirring”. Words in the course of
translating often suggest different interpretation than the printed ones of the dictionary
meaning so as problems and difficulties in translating from English into Indonesian for both languages bring contrary in cultures and context which considerably affected the meaning of words to be translated. Words may contain implicit meaning/information; different style, genre, and language varieties; as well as sociolinguistics and situational factors that can genuinely influence translators’ choice of words, in this matter, in the Indonesian language. One of the 13 words to be annotated, the word ‘nana’ from the prepositional phrase “At Nana’s” (Westall, 2000, p.37) was translated into “…Nenek”, which in the Indonesian language shows a family relationship. Longman Active Study Dictionary (2005) shows other similar forms of ‘nana’; it also says ‘nan’ and ‘nanna’ are “informal given names used especially by children to call their grandmother” (p.488). Moreover, after reading few pages ahead, it was concluded that the word ‘nana’ here refers to ‘grandmother’ and in the Indonesian language we call it ‘nenek’.

Strategies used are first, pragmatic strategy from the word ‘nana’ into ‘grandmother’, and finally translated into the Indonesian ‘nenek’; second, emphasis on stylistic appropriateness, namely the role of sociolinguistics and situational factors. The translation theories used to support this action are covered from Duff (1984) who reminded translators that there is a special vocabulary for family relationships, and suggested one of the several solutions for translating words that are ‘culturally-bound’: “…different translation of the same words are used, because the target language differentiates more than the source language (e.g. goodbye: au revoir, adieu, bon voyage, salut)…” (p.26). It would be difficult for translators if s/he did not refer to the context in the said/mentioned chapter to convey who actually ‘nana’ is, since the word ‘nana’ was presented in a very different form compare to dictionary forms. This decision also involves the use of culture-neutral word, as it is said that “This common
procedure, applied to cultural words, requires the use of a cultural-free word …
therefore neutralises the generalises the SL word; …”(Newmark, 1988, p.83). In
additional, Newmark (1988) suggests on producing the naturalness in a translation
“…(a) that your translation make 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.” (p.24). Therefore, translators should aware of situation of the text and its
relation from the source text to the target text.

**Phrase**

There are six phrases to be annotated in this category: “…soot black Victorian prison”;
“…black-bettle…”; “…grieve for our school…”; “…who’d been firewatching…”;
“…came down nearly to the ground”; and “…being alone…” In translating phrases,
translators must be aware and alert with either dictionary meaning or implicit meaning
of words containing in the phrases. Other than that, being able to acknowledge the
nature of both English and Indonesian language is the core skills in translating process.
Thus, the Indonesian translation of the phrase ‘grieve for our school’ in the sentence
“We didn’t grieve for our school” (Westall, 2000, p.7) is “…merasa sedih karena
sekolah kami hancur lebur.” There is a shift from a phrase in the source text into a
clause in the target text. This change coveys better explanation and requires additional
information in order to make it clearer for Indonesian readers. Translation strategies
covered in the process are pragmatic strategy namely adding information “…karena
sekolah kami hancur lebur” that was implied in the source text; it is taken from the
previous context saying their school “… had been flattened by a landmine” (Westal,
2000, p.7); second, syntactic strategy that is changing the phrase ‘grieve for our school’
into a clause ‘merasa sedih karena sekolah kami hancur lebur’. This strategy was used in order to attain the accurate meaning of the translation.

Newmark (1981) suggests to perform semantic translation so that translator be able to attain accurate meaning of the translation, as it is remarked that

A semantic translation tends to be more complex, more awkward, more detailed, more concentrated, and pursues the thought-process rather than the intention of the transmitter. It tends to overtranslate, to be more specific than the original, to include more meanings in its search for one nuance of meaning (p.39).

The changes from a phrase ‘grieve for our school’ into a clause ‘merasa sedih karena sekolah kami hancur lebur’ indicates a shift in the hierarchical linguistic units to correspond between the source text and the target text “…where the translation equivalent in the target language is at a different rank to the source language. ‘Rank’ here refers to the hierarchical linguistic unit of sentence, clause, group, word and morpheme.” (Munday, as cited in Catford, 2001, p.61). The translated text is also in line with the Principles of Translation number (a) stating “The translation should reflect accurately the meaning of the original text” (Duff, 1990, p.10). According to Summer Institute of Linguistics (1980), parallel passages proceed as a source of information to make implied information explicit in the source language, as it is said that “…the information from the parallel account may help to resolve an ambiguity … so avoid the possible communication of wrong meaning” (p. 134), and by referring to the context “Our junior school had just been flattened by a landmine” (Westall, 2000, p. 7), the translator/researcher added information “…karena sekolah kami hancur lebur.”
Meanwhile, Duff (1984) suggests translators should be alert in getting, understanding, and translating the message explicit and implicit information in transferring process:

Translating is communicating the same meaning on a second language as was communicated in the first. But to do so adequately, one must be aware of the facts there are various kinds of meaning … Discovering the meaning of the text to be translated includes consideration of both explicit and implicit information [italics added]. (p. 36)

Therefore, in order to carry out same meaning from English into Indonesian, the additional information ‘karena sekolah kami hancur lebur’; this was taken from the previous context.

Clause

There are two clauses to be annotated: “…when times were rough…” and “…coming to a skidding stop…” These clauses were translated based on the theories of idiomatic translation which emphasises the importance of meaning, as Newmark (1988) described that idiomatic translation as an attempt to reproduce “… the ‘message’ of the original but tends to distort nuances of meaning by preferring colloquialism and idioms where these do not exist in the original” (p. 47) and Larson (1984) said “Meaning-based translations make every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translations are called idiomatic translation.” (p. 15).

Another thing to consider is semantic element in translation. In translating a complex sentence, which usually indicates by long sentence and sometimes confusing subject-verb agreement, translators should be able to identify and make precise decision of what
s/he is about to do so that the translation will sound natural and accurate in meaning. In translating the sentence:

ST: We’d been made prefects that morning; belting down the amphitheatre steps two at a time, which was de rigueur; coming to a skidding stop by the head’s massive hall table, having our hands warmly shaken and having the shining red and gold badges pinned to our lapels.

TT: Kami diangkat menjadi murid senior pagi itu; sambil menuruni tangga teater besar yang curam dengan melongkapi setiap dua anak tangganya dalam sekali langkah, yang merupakan keadaan tidak menyenangkan. Kami berhenti mendadak sampai hampir tergelincir di depan meja kokoh milik sang kepala sekolah, lalu tangan kami dijabat dengan hangat dan lencana berwarna merah berkilauan disematkan pada kelepak kerah baju kami.

One complex sentence of the source text was adjusted into the receptor language sentence pattern that is two complex sentences so that the Indonesian readers understand the ‘message’ of the writer. Larson (1984) said that in narrative plot structure, which is a unity of participants, location, and time, “A translator will not expect to translate sentence for sentence. He will express the semantic structure of the narrative with the natural sentence length of the receptor language.” (p. 369). Semicolon in the source language also becomes a device for translators to make decision whether s/he wants to break into more than one sentence.

Sentence

There is one sentence to be annotated: “I wonder what it’s for”. In translating activity, translators must be aware of structures and forms of both source and target languages, such as sentence structures. The sentences “She said now, idly, ‘I wonder who put this
pillar up. I wonder what it’s for.” (Westall, 2000, p. 35) was translated into “Beliau berkata tanpa tujuan, ‘Saya sekarang bertanya siapa yang mendirikan tiang ini. Dan untuk apa ini.’” The complex sentence ‘I wonder what it’s for’ was translated into a single sentence ‘Dan untuk apa ini’. The translator/researcher did not translate ‘I wonder…’ because it has been repeated before in the previous sentence “Saya sekarang bertanya…”. The preposition ‘dan’ was added in the sentence ‘untuk apa ini’ so that the sentence in the source text has similar pattern. Instead of using “Saya sekarang bertanya…” twice, it is better to use the additional preposition ‘dan’ to avoid redundancy. As Larson (1984) suggested that

…Redundancy patterns and functions will not match between languages. 

The redundancy of the source text must not be translated literally [italics added], but on the other hand, the redundancy patterns of the receptor language must be fully developed in the translation in order to keep the information load from being to “heavy” (p.440).

Duff (1981) also mentioned the same thing that the structure of the target language influences the choice of forms, word, and pattern of translation:

The fact that a translation may be longer or shorter than the original it is not, in itself, a reflection on the quality of translation. What matters is that the translation should be no longer or shorter than the target language requires … In good translation, length is determined by the structure of the target language and not by the number of words in the source language (p. 22-3).
**Figure of Speech**

There are four figures of speech to be annotated: “…her cheeks would have put roses to shame” (idiom); “…look at that fat slug” (metaphor); “…make it sit up and beg” (personification); “…Caliban…the Ariels…” (metaphor). In general, figure of speech includes simile, metaphor, idiom, etc, and there are several procedures in transferring the above mentioned figures of speech into accurate Indonesian language. First, in translating idiom “…her cheeks would have put roses to shame”, the translator/researcher decided to have a plain prose ‘merah kedua pipinya lebih indah dari merah bunga mawar’ for a reason that the translator/researcher could not find the equivalent Indonesian idiom. Thus, there is a change from a phrase into a sentence in this process. Selection of genre was taken into account as a translation strategy to attain the accurate meaning in the source text. According to Baker (1997), one of the strategies in translating idioms is by paraphrasing (or plain prose, according to Duff (1990)), as it is said that

> This is by far the most common way of translating idioms when a match cannot be found in the target language or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the source and target languages (p. 74).

Meanwhile, in dealing with metaphors “God, look at that fat slug” (Westall, 2000, p.12) and “…Caliban…the Ariels…” in the sentence “I became Caliban, full of hate, and God help the Ariels of the three-quarter line if I caught them …” (Westall, 2000, p. 15), Duff (1990) says that “Idiomatic expressions are notoriously untranslatable … If the expressions cannot be directly translated, …use a close equivalent…”(p. 11) and Larson (1984) suggested that “…the translators analyze it and find the two propositions which
are the semantic structure behind the figure of speech” (p. 246-7). The image ‘slug’ or ‘siput’ in the Indonesian language is unusual for Indonesians when referring to a physical condition of being overweight. They usually use the image ‘gajah’ or ‘elephant’ instead of using ‘siput’. As Newmark (1988) remarked by considering “…to replace the SL image with another established TL image, if one exists that is equally frequent within the register” (p.109), so ‘fat slug’ was translated into ‘gajah bengkak’. It is better for translators to use familiar image in the target text because it will carry strong meaning for the Indonesian readers. And the metaphor ‘Caliban’ and ‘the Ariels’ in the sentence “I became Caliban, full of hate, and God help the Ariels of the three-quarter line if I caught them…” (Westall, 2000, p.15) translated into “Aku menjadi seperti Caliban, tokoh bengis dan brutal dalam drama Shakespeare, penuh kebencian, dan biarlah Tuhan menolong para Ariel di baris belakang apabila aku menerjang mereka …”. In this case, Larson (1984) suggested that “… A metaphor may be translated as simile (adding like or as); … The metaphor may be kept and the meaning explained (that is, the topic and/or point of similarity may be added)…” (p. 254).

Finally, in translating personification ‘make it sit up and beg’ in the sentence “Most of all, hate for those little quick clever boys, who could almost make the ball stick to their feet, make it sit up and beg” (Westall, 2000, p. 13) into the Indonesian language “Terutama adalah rasa benci terhadap para anak laki-laki yang cepat dan cekatan, yang hampir dapat membuat bola menempel pada kaki mereka, serta membuat bola itu tunduk padanya.” A phrase “…make it sit up and beg” was translated into “…membuat bola itu tunduk padanya”. In this mater, the ball is personified so as if it can ‘sit up and beg’. The verb phrase ‘sit up and beg’ actually refers to action of a pet, especially dogs, become one single verb ‘tunduk’, which maintained in the same style of the target text.
CONCLUSION AND RECOMMENDATION

Conclusion

The findings are: 1) all the collected data or difficulties of the translator/researcher amount to 117 items, 2) of these 117 data (12 words, 6 phrases, 2 clauses, 1 sentence, and 4 figures of speech), 25 of them were very difficult for the translator/researcher. In order to solve those problems, the translator/researcher used theories of translation and also theories of both languages, English and Indonesian. The difficulties in the course of translating the text that should be overcome by using relevant theories is a form of the application of what the translator/researcher had studied in class.

Recommendation

the translator/researcher highly advises that other researchers who are going to conduct annotated translation research render the entire book so it might be more annotations are produced. If more annotations are made, it will be clearer for the understanding of the readers’ who are of different filed of study than the context of the book. For the next prospective researchers, it is recommended that they also make a research of annotated translation from Indonesian into English, because the translator/researcher masters both languages.

BIBLIOGRAPHY


