ANALYSIS ON THE TRANSLATION OF DEMONSTRATIVE AND POSSESIVE PRONOUN INTO INDONESIAN

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Abstract *− This is a descriptive analytical study. The problems of the research are: (1) what are the translation of demonstratives and possessive pronouns, (2) are they any shift used in order to get equivalent of the demonstratives and possessive pronouns, and (3) what are the translation strategies. The purposes of the research are: (1) to describe the analysis on the translation of demonstratives and possessive pronoun, (2) to describe and analyze the use of shift, and (3) to describe translation strategies used. The sources of the data are a novel entitled Deck the Halls by Mary and Carol Higgins Clark and a translation novel entitled Kidung Suka cita.The result of the analysis revealed that not all principles of translation and translation strategies were used for the analysis. There are four principles from six principles of translation, those are meaning (36 data), source language influence (13 data), style and clarity (22 data), and idiom (4 data). The researcher used seven translation strategies from thirty translation strategies namely paraphrase (4 data), cultural filtering (21 data), cohesion change (21 data), interpersonal change (6 data), literal translation (2 data), and transposition (18 data).*
Keywords: *Descriptive, Translation, Pronouns,Translation Strategies, Translation Theories,And Principles Of Translation.*

INTRODUCTION
Background of the Research

In translating a text, a translator reproduces form of source language into form of target language by way of semantic structure. It means that the meaning should be transferred and must be consistent and the form may be changed. Translation is a part of the communication; it means that in activities, sometime, we do translation.

On this study, the researcher wants to analyze the translation of English Determiners into Indonesian. There are several classes of determiners:

a) Definite and indefinite articles: a, an, and the.
b) Demonstratives: this, that, these, those.
c) Possessives: my, your, his, her, its, our, their.
d) Quantifiers: a few, a little, much, many, a lot of, some, any, enough, etc.
e) Numbers: one, two, twenty, thirty, etc.
f) Distributives: all, both, half, neither, each, every.
g) Different words: other, another.
h) Defining words: which, whose.

There are many classes of determiners, but the researcher focuses on the two determines, demonstrative and possessive.

The demonstratives *this, that, these, those* show where an object or person is in relation to the speaker. *This* (singular) and *these* (plural) refer to an object or person close to the speaker. *That* (singular) and *those* (plural) refer to an object or person further away

There are really two sorts of possessive pronouns: The sort that can stand alone, such as mine, yours, his, hers, ours and theirs. (Sentence example: "That sandwich is mine."). The sort we call adjectival because they describe nouns, as in 'my house', 'his flat', 'your book', 'their umbrellas', 'our exams'.

Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time. (http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage110.htm).

Statement of the Problems

In this research, the problems are then formulated as follows:

a. What are the translation of demonstratives and possessive pronouns?
b. Are they any shift used in order to get equivalent of the demonstratives and possessive pronouns?
c. What are the translation strategies?

REVIEW OF RELATED LITERATURE
Definition of Translation

What is theory? An explanation is a theory. A theory may defined as a statement of a general principle, based upon reasoned argument and supported by evidence, that is intended to explain particular fact, event, or phenomenon (Sofia rangkuti, 2006, p. 159)

According Nida and Taber (1982, p. 12), translating consists in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. In addition, (Larson, 1984, p. 3), translation consists of studying 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 appropriate in the receptor language and its cultural context.

Principles of Translation

According to Duff (1990), there are six general principles which are relevant to all translation (p. 10-11):

a. *Meaning*. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be 'transposed'.

Example:

Source Text	Target Text
We ought, I think, to have the best legal advice. Could you and Philip?...Yes…Yes, **I** know... (*Ordeal by Innocence*, Agatha Christie, p.32)	*Kupikir kita sepantasnya mendapatkan petunjuk resmi yang terbaik. Bisakah kau dan Philip…? Ya,* **aku** *tahu…* (*Mata Rantai yang Hilang,* Suwarni A.S, p.49).

Ask yourself:

- Is the meaning of the original text clear? If not, where does the uncertainty lie?
- Are any words 'loaded', that is, are they any underlying implications?
- Is the dictionary meaning of a particular word the most suitable one?
- Does anything in the translation sound unnatural or forced?

b. *Form*. The ordering of words and ideas in the translation should match the original as closely as possible. (This is particularly important in translating legal documents, guarantees, contracts, etc.) But differences in language structure often require changes in the form and order of words. When in doubt, underline in the original text the words on which the main stress falls.

Source Text	Target Text
Six weeks later, the dear was signed with Consolidated Broadcasting. (*A Stranger in the Mirror*, Sidney Sheldon, p.176)	*Enam minggu sesudahnya, kontrak ditandatangani dengan Consolidated Broadcasting.* (*Sosok Asing dalam Cermin*, Hidayat Saleh, p.224)

c. *Register*. Languages often differ greatly in their levels of the formality in a given context. To resolve these differences, the translator must distinguish between formal or fixed expressions and personal expressions, in which the writer or speaker sets the tone.

Source Text	Target Text
Jerry turned to look at him and saw a naïve, baby-faced kid, … (*A Stranger in the Mirror*, Sidney Sheldon, p.42)	Jerry menoleh dan melihat seorang pemuda berwajah polos, baby face, … (*Sosok Asing dalam Cermin*, Hidayat Saleh, p.50)

d. *Source Language Influence*. One of the most frequent criticisms of translation is that 'it doesn't sound natural'. This is because the translator's thought and choice or words are too strongly moulded by the original text. a good way of shaking off the source language (SL) influence is to set the text aside and translate a few sentence aloud, from memory. This will suggest natural patterns of thought in the first language (L1), which may not come to mind when the eye is fixed on the SL text.

Source Text	Target text
"Your mother's fine," he began. "But she's had **an accident. She broke her leg**." (*Deck the Halls*, p. 17)	"Ibumu tak apa-apa," ucap Luke pertama-tama. "Tapi dia tadi **jatuh. Kakinya patah**." (*Kidung Sukacita,* p. 14)

e. *Style and Clarity*. The translator should not change the style of the original. But if the text is sloppily written, or full of tedious repetitions, the translator may, for the reader's sake, correct the defects.

Source Text	Target text
Regan Reilly sighed for the hundredth time as she looked down at her mother, Nora, a brand-new patient in Manhattan's Hospital for Special Surgery. "And to think **I** bought you that dopey crocheted rug you tripped on," she said. (*Deck the Halls,* p. 15)	Regan Reilly menghela napas panjang untuk keseratus kalinya sambil tunduk menatapi Nora, ibunya, penghuni paling baru Manhattan's Hospital for Special Surgery. "Dan kalau dipikir bahwa **akulah** yang membuat sepatu Mom tersangkut," keluhnya. (*Kidung Sukacita,* p. 11)

f. Idiom. Idiomatic expressions are notoriously untranslatable. These include simile, metaphors, proverb and sayings, jargon, slang, and colloquialisms, and phrasal verbs. If the expression cannot be directly translated, try any of the following;
- Retain the original word, in inverted commas
- Retain the original expression, with a literal explanation in brackets
- Use a close equivalent
- Use a non-idiomatic or plain prose translation
  Example:

Source Text	Target Text
'What did he say exactly?' 'Well, he seems in **such a state**. He said that I was dense, that I didn't realize the- the repercussions (*Ordeal by innocence*, Agatha Christie, p.36)	"Apa katanya sebenarnya?" "Yah, kedengarfannya dia **kacau**. Aku dikatakannya dungu, bahwa aku tak mengerti akibat-akibatnya. (*Mata Rantai yang Hilang*, Suwarni, A.s, p.57)

Theories of Translation

There are some translation theories such as:

1. Idiom

- Nida and Taber (1982): "Idioms are some of the most obvious candidates for semantic adjustment, for the very fact that they are idioms mean it is unlikely that the same type of dinstinctive form will have the same meaning to another language. The adjustmen are quite understandably of three types: (a) from idioms to non idioms; (b) from idioms to idioms; (c) from non idioms to idioms." (p.106)
- Baker (1992) stated that an idiom or fixed expression may have no equivalent in target language. The way a language choose to express or not express, various meanings cannot be predicted and only occasionally matches the way another language choose to express the same meaning. (p.68) Examples:

Source Text	Target Text
You **Prick**, thought Toby. (A Stranger in the Mirror, Sidney Sheldon, p.91)	Kalian **bajingan**, piker Toby. (Sosok Asing dalam Cermin, Hidayat Saleh, p.117)

Source Text	Target Text
'**Give 'em hell, tiger!**' O'Hanlon said. (*A Stranger in the Mirror*, Sidney Sheldon, p.98)	"**Beri mereka kejutan, Jagoan**!" kata O'Hanlon. (*Sosok Asing dalam Cermin*, Hidayat Saleh, p.125)

2. The singular first pronouns in Bahasa Indonesia.
- Hasan Alwi (2003) stated that persona pertama aku lebih banyak dipakai dalam

pembicaraan batin dan dalam situasi yang tidak normal dan yang lebih banyak menunjukkan keakraban anatara pembicara/penulis dan pendengar/pembaca. Oleh karena itu, bentuk ini sering ditemukan dalam cerita, puisi, dan percakapan sehari-hari. (p.251)

- Chaer (1990, p.92)

   "Kata ganti aku menggantikan diri si pembicara dapat digunakan kepada teman yang sudah akrab, orang yang lebih muda, orang yang lebih rendah status atau kedudukan sosialnya, dan dalam situasi-situasi tertentu (sedang marah atau jengkel).

Examples:

Source Text	Target Text
"**I** am beginning to believe that it may be the best thing for you." (*Ordeal by Innocence*, Agatha Christie, p. 20)	'**Aku** mulai berpikir bahwa mungkin itulah yang terbaik untukmu." (Mata rantai yang Hilang, Suwarni A.S, p.16)

Source Text	Target Text
We ought, I think, to have the best legal advice. Could you and Philip? … Yes …, **I** know … (*Ordeal by Innocence*, Agatha Christie, p. 32)	Kupikir kita sepantasnya mendapatkan petunjuk resmi yang terbaik. Bisakah kau dan Philip …? Ya, **aku** tahu … (Mata rantai yang Hilang, Suwarni A.S, p.49)

3. Naturalizing

- Newmark (1986) found that normally, the translator should write his own idiolect or his conception of the SL text author's, always provided the text appears to be written naturally. The translator must not use a word or phrase that sounds intuitively unnatural or artificial to him (p.129).
- Nida and Taber (1982, p. 12-13): "The best translation does not sound like a translation. It should studiously avoid "translationese" - formal fidelity, with resulting unfaithfulness to the content and the impact of the message.

Examples:

Source Text	Target Text
The next show, when it was the turn of the Japanese troupe, … (*A Stranger in the Mirror*, Sidney Sheldon, p.49)	*Pada pertunjukkan berikutnya ketika tiba giliran kelompok akrobat jepang itu, …* (*Sosok Asing dalam Cermin*, Hidayat Saleh, p.36)

4. Shift

- Munday (2008) citing Catford (1965) stated that "Class shifts comprise shifts from one part of speech to another" (p.61).
- Newmark (1988): "A 'shift' (Catford's term) or 'transposition' (Vinday and Darbelnet) is a translation procedure involving a change in the grammar from SL to TL. (i) change from singular to plural, (ii) a second type of shift is required when an SL grammatical structure does not exist in the TL, (iii) change of an SL verb to TL word, …" (p.86)

Examples:

Source Text	Target Text
… the **servants** would be away … (Sidney Sheldon's *Bloodline*, p.107)	… **semua pelayan** sedang pergi … (*Garis Darah*, Susilastuti, p. 126)

Source Text	Target Text
'The casting director is …, he'll keep you **busy**.' (*A Stranger in the Mirror*, Sidney Sheldon, p.185)	"Casting director-nya adalah …, ia akan terus memberimu **pekerjaan**." (*Sosok Asing dalam Cermin*, Hidayat Saleh, p.235)

5. Explicit

- Baker (2001) stated explicitation is "the technique of making explicit in the target text information that is implicit in the source text." (p. 80)
- Larson (1984, p. 38):In every text that one may want to translate, there will be information which is implicit; that is, it is not stated in an explicit form in the text itself.

Examples:

Source Text	Target Text
"You'll only need **two**," he told her. (*Breakfast at Tiffany's*, Truman Capote, p. 16)	"**Dua gelas** saja," kata Joe Bell. (*Breakfast at Tiffany's*, Berliana M. Nugrahani, p. 142)

Source Text	Target Text
He fingered a leaf, as though incertain of **how to answer**. (*Breakfast at Tiffany's*, Truman Capote, p. 2)	Dia mempermainkan sehelai daun, seolah-olah tidak yakin **bagaimana dia akan menjawab pertanyaanku**. (*Breakfast at Tiffany's*, Berliana M. Nugrahani, p. 10)

6. Literal translation

- -Larson (1984) stated form-based translations attempt to follow the form of the source language and are known as literal translation. A literal translation sounds like nonsense and has little communication value. (p.15)
- Newmark (1981) stated that "Provided that equivalent effect is secured, the literal word-for-word translation is not only the best, it is the only valid method of translation" (p.39)

Examples:

Source Text	Target text
'Yes sir,' I said proudly. (*A Painted House*, John Grisham, p. 28)	*"Ya, Sir," kataku bangga*. (*Rumah Bercat Putih*, Hidayat Saleh, p. 40)

Source Text	Target text
'**Not too good**. They stuffed 'em in a trailer again, and Mom's not too happy about it.' (*A Painted House*, John Grisham, p. 29)	*"Tidak terlalu baik. Mereka dijejalkan dalam trailer lagi, dan Mom juga tidak terlalu senang dengan itu."* (*Rumah Bercat Putih*, Hidayat Saleh, p. 41)

METHOD

Research Design

This research uses a descriptive qualitative method. It means that all the data in this research are in the form of sentences and words, not in the form of numbers. As Wilkinson (2000, p. 7) stated that the resulting data is presented in the form of descriptions. So, the data in this research is in the form of descriptions. According to Wilkinson (2000, p.79), qualitative data is usually analyzed by subjecting it to some Form of coding process.

Procedures of the Research

Below are the descriptions of outline form that the researcher plans to do to carry out this study:

a. Firstly, the researcher reads the source text and its translation consecutively to identify the determiners understudy.

b. The identified determiners are the data that will be analyzed later on.

c. By identifying the source data and its translation, the researcher then find out the relevant translation theory and the relevant translation strategies that has been used by translator.

d. After the researcher find the theory/s mentioned above, then the data will be analyzed based on the theories and the translation strategies.
e. What are the theories and translation strategies used?

Source of the Data

A novel entitled *Deck the Halls* and its translation *Kidung Suka Cita*

Data Collection

The procedures of data collection were begun by identifying the needed data which consists of contrasting determiners in the English and those in Indonesian. The collected data are 100 items in number. Of 100 items of data collected, 75 items of data are data to be analyzed.

Data Analysis

The data that have been collected were categorized and classified, thus analyzed in accordance with the relevant theories and translation strategies.

RESULT AND DISCUSSION

The syntheses are as follows:

1. The word **that reached** was translated into **mulai** (cultural filtering)
2. The pronoun (demonstrative) **that** was translated into **ucapanmu** (cohesion change)
3. The word **this way** which consist two words was translated into one word **begini** (cultural filtering)
4. The word **his own** was not translated into the target text (cohesion change)
5. The sentence **he waved his hand** was only translated into **ia melambai**. The word **his hand** was not translated (cohesion change)
6. The word **at that** was translated into **berbuat begitu** (explicitness change)
7. The possessive word **his breath** was translated into plain word **gumamnya** (paraphrase)
8. The pronoun **this** was translated into **begini** (literal translation)
9. The word **her face** was translated into **dengan wajah**, then possessive pronoun **her** was translated into **dengan** (transposition)
10. The two word **her hand** was translated into an active verb **menggenggam** (transposition)
11. The pronoun **this** was translated into **tadi** (transposition)
12. The phrase **his way out** was translated into **waktu pulang** (paraphrase)
13. The phrase **her breath away** was translated into **tak mampu bernafas** (paraphrase)
14. The pronoun **this** was not translated into the target text (cultural filtering)
15. The pronoun **that** was translated into repetition word **kalau-kalau** (cultural filtering)
16. The pronoun **that** was translated into **yang sudah** (cultural filtering)
17. The possessive pronoun **my** was translated into **–ku** (interpersonal change)
18. The pronoun **this** was translated into **tadi** (transposition)
19. The plural pronoun **those** was translated into **kedua** (cohesion change)
20. The plural pronoun **our** was translated into **para** (cohesion change)
21. The plural pronoun **those** was translated into repetition word **orang-orang** (cohesion change)
22. The pronoun **that** was translated into conjuction **sehingga** (transposition)
23. The word **her check** was translated into **bercucuran** (cultural filtering)
24. The possessive pronoun **his** was translated into **dengan** (transposition)
25. The pronoun **that** was translated into **janjinya** (cohesion change)
26. The pronoun **that** was translated into **terjadinya** (cohesion change)
27. The word **that day** was not translated into the target text (cohesion change)
28. The pronoun **that** was translated into **bukan** in form of question taq (transposition)

29. The possessive pronoun **his** was translated into **dengan** (transposition)
30. The plural pronoun **these** was translated into **kedua** (cohesion change)
31. The possessive word **their hands** was translated into **itu** (explicitness change)
32. The possessive word **your** was translated into **anda** (interpersonal change)
33. The possessive pronoun **his** was translated into **ikut** (transposition)
34. The pronoun **that** was translated into **berarti** (cultural filtering)
35. The pronoun **that** was translated into **supaya** (transposition)
36. The possessive word **her finger** was not translated into the target text (cohesion change (ellipsis))
37. The possessive **your** was translated into **kalian** (interpersonal change)
38. The pronoun **that** was translated into **tapi** (transposition)
39. The pronoun **this** was translated into **dalangnya** (cohesion change)
40. The word **this situation** was translated into **situasinya** (cultural filtering)
41. The word **his disgust** was translated into **kesal sekali** (cultural filtering)
42. The pronoun **that** was translated into Indonesian pronoun (pronomina) **anda** (cultural filtering)
43. The phrase **his late thirties** was translated into **berusia tiga puluhan itu** (cultural filtering)
44. The word **that** was not translated into the target text (cultural filtering)
45. The phrase **that's a break** was translated into one plain word **untunglah** (paraphrase)
46. The word **on that** was translated into **periksa** (cohesion change)
47. The possessive word **my head** was translated into **membunuhku** (cultural filtering)
48. The possessive word **her face** was translated into **wajah tua itu** (explicitness change)
49. The plural pronoun **these** was translated into **di sini** (cultural filtering)
50. The pronoun **that** was translated into **sehingga** (transposition)
51. The pronoun **this** was translated into pronomina **kita** (cultural filtering)
52. The possessive word **their eyes** was translated into **pandangan mereka** (cultural filtering)
53. The possessive word **her voice** was translated into **suara istrinya** (cohesion change)
54. The possessive word **her voice** was translated into **suara istrinya** (cohesion change)
55. The pronoun **this** was translated into **nanti** (transposition)
56. The pronoun **that** was translated into **kalau** (cultural filtering)
57. The pronoun **that** was translated into pronomina **–ku** (interpersonal change)
58. The pronoun **that** was translated into **dan** (transposition)
59. The possessive word **their eyes** was only translated into **mata** (cohesion change)
60. The possessive **her** was translated into **wanita itu** (cohesion change)
61. The possessive word **your favorite** was translated into **kesukaan kalian**, then the possessive pronoun **your** was translated into **kalian** (interpersonal change)
62. The pronoun **that** was not translated into the target text (cohesion change)
63. The word **my hands** was naturalized into **menghajar** (cultural filtering)
64. The pronoun **this** was translated into **bingkisan ini** (cohesion change)
65. The pronoun **that** was translated into adverb **sekali** (transposition)
66. The word **her eyes** was translated into **bola matanya** (cultural filtering)
67. The word **their commercial** was translated into **iklannya** (interpersonal change)
68. The pronoun **that** was translated into **begitu** (literal translation)
69. The pronoun **that** was translated into **karena** (transposition)
70. The pronoun **that** was translated into repetition word **kalau-kalau** (cultural filtering)
71. The pronoun **that** was translated into **karena** (transposition)
72. The pronoun **that** was not translated into the target text (cohesion change (ellipsis))
73. The pronoun **this** was translated into **nanti** (transposition)

74. The pronoun **this** was translated into **penculikan ini** (cohesion change)

75. The word **his way** was translated into verb **pergi** (cultural filtering)

Finding

The finding in this research revealed that many demonstrative determiners especially *this* and *that* were used as the source of the research. The translation strategies which the most used for determiner *this, that, these*, and *those* are cultural filtering (21 data), cohesion change (21 data), and transposition (18 data). Meanwhile possessive determiners were used as source are his, her, your, their, and our. Mostly, the possessive determiners were translated into different word class (transposition) and secondly were not translated into target text. The researcher also found possessive noun phrase was translated by using paraphrase strategy (4 data).

Discussion

The result of the descriptive analysis revealed that not all items of the principles of translation and translation strategies were used for analysis. The researcher took 75 data as the source of analysis from 100 data which was collected previously. The data which are used as source for researcher are demonstrative determiners and possessive determiners.

The researcher had to compare between English and Indonesian grammar book to conduct the analysis and had to find the suitable theories to the each analysis. From 30 translation strategies, the researcher used several strategies of translation due to the limited source as the source of the data.

CONCLUSION

The researcher was selecting only two determiners because in fact, the translator did not translate demonstrative determiner this, that, these, and those merely into ini, itu, anu, yang ini, yang itu, sini, situ, sana, di/ke/dari sini, di/ke/dari situ, dan di/ke/dari. Many translations of this and that were translated into Indonesian conjunctions, such as: sehingga, dan, tapi, dengan, bahwa, karena, kalau, and supaya. Meanwhile the possessive determiners as the source to be analyzed are his, her, your, our, and their. Mostly, the translation of possessive determiner used syntactic strategy namely cohesion changes.

The researcher took 75 data as the source from 100 data which were collected previously. From the six items in the principle of translation, there are four principles of translation namely Meaning (36 data), Source Language Influence (13 data), Style and Clarity (22 data), and Idiom (4 data). From 30 translation strategies, there are seven translation strategies namely paraphrase (4 data), cultural filtering (21 data), cohesion change (21), interpersonal change (6 data), literal translation (2 data), and transposition (18 data).

Recommendation

The researcher advices to the other researcher who are going to conduct descriptive analysis by read the entire source of the book and its book translation. The researcher also recommend to other researcher to possess a lot of book of theories of translation and frequently open English and Indonesian grammar book to be compared.

In conduct descriptive analysis, the researcher should limit the problem identification first. The researcher also highly recommended another researcher to collect as many as data before conduct the analysis due to the lack of data. In case the researcher has a lot of data, then the researcher is freely to take the data whether it is purposely or randomly.

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