

**AN OBLIQUE TRANSLATION ANALYSIS IN BILINGUAL BOOK QONITA: QONITA DI
RUMAH TUA INTO QONITA: QONITA IN THE OLD HOUSE BY SETIAWAN G.
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ABSTRACT

This thesis is entitled An Oblique Translation Analysis in Bilingual Book Qonita: Qonita di Rumah Tua into Qonita: Qonita in the Old House by Setiawan G. Sasongko. This study directs to to analyze the oblique translation in Sasongko's bilingual book, Qonita di Rumah Tua.

The researcher used a descriptive qualitative method during the research because it is used to describe the oblique translation found in the billingual book Qonita di Rumah Tua by Setiawan G. Sasongko. Based on the data, 55 words which are identified into oblique translation found in the data. The highest number is modulation with 30 or 54,5%. It happened because the translator often to change the different point of view. Besides, the translator tries to make the TL which is English language is simple and more understandable for the children. So, they can learn English and get entertainment in the same time. The second number is adaptation. There are 15 sentences or 27,3%. It happened because the translator tries to make new situation by adding, lossing, or skewing the information. The last is equivalence with 10 sentences or 18,2%. It becomes the least number because this is used to make the language in the TL as natural as in the SL. Beside that, the TL will be more communicative and easy to understand. However, the transposition is not found in the data. It is because the translation is not replacing one word class with another without changing the meaning of the message or the sense. In addition, the target readers are children; so, if there is replacing a word, they will be confused.

Keywords: *bilingual, children, modulation, oblique translation, story.*

INTRODUCTION

People learn language since they were children. Sometimes, they do not only learn one language but also many languages. By the day, people learn an international language to make relationship to many people in the world. They tend to learn English starting from the beginning of their age. Nowadays, in Indonesia, many children have been introduced to English. It happens because in globalization era, every people use English to communicate each other. Besides, many manual books or handbooks are using English. To make it easy, some authors make bilingual books.

Bilingual books can be used as media to introduce English to children. In Indonesia, it is commonly found in the children story books. They are using two languages Indonesian and English. The source language (SL) is Indonesia and it is directly translated into English as the target language (TL). In addition, the author

also becomes the translator at the same time. However, many people think that translation is not easy to do, because in translation there are many processes and methods. Generally, translation is known as a process of transferring a language to another. Translation is very important in order to understand message or knowledge found in the source language. Newmark (1988:7) says, "Translation is a two-edged instrument, it has the special purpose of demonstrating the learner's knowledge of foreign language..." Moreover, Cartford (1965:20) says that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

Translation has many procedures or methods. So that, the translator may use procedures that differ according to contextual factors of both of the source language (SL) and target language (TL). Newmark (1988: 81) mentions the difference between translation method and translation procedures. He writes that, while translation methods relate to whole texts, translation procedures are used for sentences and the smaller unit of language. There are two types of translation procedures based on Vinay and Darbelnet in Venuti (2000: 84-93); they are: literal or direct translation which consists of borrowing, calque and literal translation; and oblique translation which consists of transposition, equivalent, modulation and adaptation.

Literal or direct translation procedures are used when structural and conceptual elements of the source language can be transposed into the TL. For example, '*all deer*' which is translated into '*semua rusa*', it is the example of literal translation procedure because the direct transfer of source language text (SLT) into a grammatically and idiomatically target text (TT). On the other hand, oblique translation procedures are used when the structural or conceptual elements of the SL cannot be directly translated without altering meaning or upsetting the grammatical and stylistics elements of the TL. For example, '*crocodile and mouse deer*' which are translated into '*buaya dan kancil*', it is the example of transposition, because replacing one word class with another without changing the meaning of the message.

In this research, the researcher tries to find out an oblique translation of a bilingual children story book entitled *Petualangan Qonita*. The researcher takes *Qonita di Rumah Tua* into *Qonita in the Old House* as the data. The story was begun when Brian tells Qonita that there is an old house in the village. It was haunted because Brian often heard a haunted voice. However, Qonita does not believe it. Then, she tries to prove that there are not any ghosts in there. This book is written and translated by Setiawan G. Sasongko. It is published by Bestari Kids. The target reader of this book is children. So that, they can get moral value and can learn language at the same time. Besides, the translation must be easy to understand because it will not make further question and curiosity of the children.

Those challenges can be solved by using translation strategies, especially oblique translations. It can happen since the story books must be interesting and inspiring. In addition, it is one of narrative products, so the aesthetic of the story is still needed to become the concern.

Like most of art's types, the distinctive feature of a story is different, depending on the author. Usually the children story implies a moral or profound meaning. It is not too complex if it is compared to a novel. Usually, it has one plot, just one setting, and the total of a limited character, and includes the short period of time. However, it shows us something that is universal by remaining the variety. It also shows clumsiness in the structure and pliancy in the expression and puts forward one of the cultural aspects. The translation strategies are very important since it can determine the word choices and make the story more understandable. Based on the reason above, the researcher tries to analyze the oblique translation in Sasongko's bilingual book, *Qonita di Rumah Tua*.

Vinay and Darbelnet (2000:84-93) are experts who firstly identify two general methods that comprise seven procedures in translating SLT to TLT. The two methods are Direct (Literal) Translation and Indirect (Oblique). Direct translation covers borrowing, calque, and literal translation while oblique translation covers transposition, modulation, equivalence, and adaptation.

According to Vinay and Darbelnet (1958:61-64), literal translation means that the SL message can be translated perfectly into TL, because the message is based on parallel categories or concepts. However, oblique translation comes into use when there are gaps in the TL which have to be filled by some equivalent meant, so that the meaning or impression is the same for the SL and the TL. Oblique translation must also be used when the language have some structural or metalinguistic differences so that certain stylistic effect can be transferred without radical semantic or lexical change. More precisely, the translator must turn to oblique translation if the literally translated message either has another meaning than the SL, correspond to something in the metalinguistics of the TL but not the same linguistic level.

This frame work is used to examine how translation procedure is applied. This study only focuses on oblique translation. Oblique translation procedures are used when the structural or conceptual elements of the SL cannot be directly translated without altering meaning or upsetting the grammatical and stylistics elements of the target language. Vinay and Darbelnet (in Venuti 2000:84) says,

“...because of structural or metalinguistic differences, certain stylistic effects cannot be transposed into the TL without upsetting the syntactic order, or even the lexis. In this case it is understood that more complex methods have to be used which at first may look unusual but which nevertheless can permit translator a strict control over the reability of their work...”

Moreover, it can be concluded that oblique translation occurs when word for word translation is impossible. Oblique translation is the term for a sense-for-sense translation, which tries to cover the meaning of the source text (Schjoldager et al., 2008: 97). The oblique microstrategy furthermore implies that the semantics between the source text and target text can differ, considering that it renders the same meaning (Schjoldager et al., 2008: 99). Specified, this

means that direct translation and oblique translation can be seen as two practices that focus on the opposite factors.

When direct translation is impossible because the correct meaning cannot be conveyed, or when the structure of the TL does not permit it, the remaining four procedures resulting in oblique translation should be used (Munday, 2012:57). There are:

a. Transposition

Vinay and Darbelnet in Venuti (2000:84-93) define transposition is a procedure that involves replacing one word class with another without changing the meaning of the message or the sense. It can also be used within a language, as when rewording the phrase. The procedure can also be used within a language, as in rewording. In this term the second version is called the transposed form, and the original one, the base form. The base and transposed forms are not necessarily equivalent from the stylistic point of view. The transposed form generally has a more literary character. Transposition often involves a reciprocal change: one change leads to another and changing one part of speech for another without changing the message itself.

There are two types of transposition:

1. Obligatory transposition

Obligatory transposition occurs when the target language has no other choices because of the language system. The examples are:

A pair of glasses → *sepasang kacamata*

Balance of trading → *neraca perdagangan*

2. Optional transposition

An optional transposition is a transposition that, for the sake of style, can be chosen by the translator if it fits better into the utterance. The examples are:

Medical student → *Mahasiswa Kedokteran*

Faculty of Humanity → *Fakultas Ilmu Budaya*

b. Modulation

Modulation is a variation of the form of the message, obtained by a change in the point of view. This changes the semantic and point of view of the Source Language. And it can also be justified when, although literal, or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL.

Modulation is justified when a literal or transposed translation results in a form which is natural, going against the feeling of the TL. These differences are quite natural, for languages proceed from different mental pictures and have their own linguistic style, internal form. They are formed in different landscapes, through different experiences. And as a result, we have the same concept with different characteristic features brought to the fore due to different experiences and perception.

There are two types; those are:

1. Fixed or obligatory modulation occurs when a word, phrase or structure cannot be found in the TL. When an active sentence is translated into a passive one, this is an instance of this type of modulation. Fixed modulation, translators

with a good knowledge of both languages freely use this method, as they will be aware of the frequency of use, the overall acceptance, and the confirmation provided by a dictionary or grammar of the preferred expression. For example:

I grew up in Semarang → *Aku dibesarkan di Semarang*

2. Free modulation tends towards a unique solution, a solution which rests upon an habitual train of thought and which is necessary rather than optional. Free modulation is used often enough, or is felt to offer the only solution, it may become fixed. Fixed modulation is also the type of modulation which turns a negative SL expression into a positive TL expression. For example:

It is not difficult to see you → *mudah menjumpaimu*

c. **Equivalence**

Equivalent is often desirable for the translator to use an entirely different structure with different meaning from that of the SLT so long as it is considered appropriate in the communicative situational equivalent to that of the SLT.

Vinay and Darbelnet use this term (2000:90) to refer to cases where languages describe the same situation by different stylistic or structural methods. Equivalence is particularly useful in translating idioms and proverbs. The examples are:

Bookworm → *kutu buku*

Throw three birds with one stone → *Sekali mendayung dua tiga pulau terlampui*

d. **Adaptation**

Vinay and Darbelnet in Venuti (2000:84-93) define adaptation as a procedure that creates a new situation to indicate a situational equivalence. And also it involves changing the cultural reference when a situation in the source culture does not exist in the target culture.

This procedure brings us to the extreme limit of translation; it is applied when the situation to which the message refers does not exist at all in the TL and must be created by reference to a new situation, is not required, as cultural similarities in such instances usually provide a series of parallelisms of content that make the translation less difficult than when both languages and cultures are disparate. Adaptation is question of situational equivalence. In fact, sometimes, due to religious, cultural and literary factors, it is difficult to find a standard equivalent in one language for another. It is similar with loss and gain strategies.

The concept of loss and gain is proposed by Nida and he said (1975:102), a translator should have good knowledge of the languages of the cultures of both languages. The linguistic knowledge that should be mastered includes morphology, lexis, syntax, and semantics, while cultural knowledge should be sufficiently possessed as the background of the user of these languages. However, it is very difficult to find lexical equivalents between TL culture and SL culture since they are different from one another. The lexical meaning of the two languages will not exactly be the same. There tends to be loss, gain and skewing of information. Adaptation is particularly used in the translation of book and film. The examples are:

Gone with the wind → *hilang tanpa jejak*

Hide and seek → petak umpet

RESEARCH METHOD

Data and Subject

The source of data is the bilingual book entitled *Qonita di Rumah Tua* that contains of 35 pages. It is children story book. It is written and translated by Setiawan G. Sasongko. It is published by Bestari Kids in August, 2014. The researcher used purposive sampling. The researcher only took data which were included into oblique translation.

Unit Analysis

Unit of analysis in this research is the sentences in the bilingual book *Qonita di Rumah Tua* by Setiawan G. Sasongko. The SLT is Indonesian language and the TLT is English language. It would be analyzed using Vinay and Darbelnet in Venuti framework (2000: 84-93) to classify the oblique translation in the data.

Technique of Data Collection and Analysis

Before analyzing the data, the researcher collected the data as the media of doing this research. Thus, The researcher found some bilingual books and she chose *Qonita di Rumah Tua* by Setiawan G. Sasongko. Then, After getting the book, the researcher read the book both in Indonesian language and the translation in English language. It is aimed to get better understanding about the story. The last, Selecting the sentences was used in collecting the data. The researcher selected the sentence that categorized as the oblique translation.

After the data have been collected, it was analysis into three steps. First, the researcher classified each oblique translations using Vinay and Darbelnet in Venuti (2000:84-93). She classified the data into four type of oblique translation: transposition, modulation, equivalence and adaptation. Second, after each oblique translation was classified into each method, they were explained and analyzed why oblique translation applied and the functions. Third, The researcher concluded the result of analysis.

FINDING AND DISCUSSIONS

Finding

The data of research consist of the context, SL and TL. The oblique translation found in the bilingual children story entitled *Qonita di Rumah Tua* into *Qonita in The Old House* can be seen in the following table

Table 1. The finding table of oblique translations in the bilingual children story entitled *Qonita di Rumah Tua* into *Qonita in The Old House*.

NO.	Type of Oblique Translation	Σf	$\Sigma f\%$
1.	Modulation	30	54.5%
2.	Adaptation	15	27.3%
3.	Equivalence	10	18.2%
	Total	55	100%

From the table above, it can be seen that there are 55 sentences translating with oblique translation. The highest number is modulation with 30

or 54,5%. It happened because the translator often changed the different point of view. Besides, the translator tries to make the TL which is English language simple and more understandable for the children. So, they can learn English and get entertainment in the same time. The second number is adaptation. There are 15 sentences or 27,3%. It happened because the translator tries to make new situation by gaining, losing, or skewing the information. The last is equivalence with 10 sentences or 18,2%. It becomes the least number because this is used to make the language in the TL as natural as in the SL. Beside that, the TL will be more communicative and easy to understand. However, the transposition is not found in the data. It is because the translation is not replacing one word class with another without changing the meaning of the message or the sense. In addition, the target readers are children; so, if there is replacing a word, they will be confused. Here, the further explanation can be seen as follows:

Discussion

A. Modulation

There are 30 modulations found in the data. The translator used these strategies to avoid ambiguity and confusion of the readers. Some of the examples of the analysis can be seen as follow:

Excerpt 1:

Source Language	Target Language	Page, Line
Mendengar itu <i>Qonita sangat terkejut.</i>	<i>Qonita was very surprised</i> to hear that.	5, 2

According to the excerpt 1 above, it is found that the translator of the story translated the sentence, “*Mendengar itu Qonita sangat terkejut*” in the SL into “*Qonita was very surprised to hear that*” in the TL. In this case, the translator used modulation because the translator tried to make the result of his translation to be accepted by the readers that are the children. In translating the sentence above, the translator changes the word orders. The translator translated ‘*Qonita sangat terkejut*’; then he translated ‘*mendengar itu*’. In this case, the translator needs to translate the sentence in the simplex sentence in order to be well accepted by the readers. So, the children will not confuse during learning English through the book.

B. Adaptation

There are 15 adaptations found in the data. The translator uses this strategy to add, lose or skew the information. Some of explanation can be seen below:

Excerpt 2:

Source Language	Target Language	Page, Line
“Disana, itu <i>lho</i> rumah tua di tepi sawah!”	“Over there, an old house and the edge of the rice field!”	5, 4

According to the excerpt 2 above, it is found that the translator did not translate the word 'lho' in the SL. In this case, the translator used adaptation in translating the word because the translator deletes this word 'lho' in the TL. The word 'lho' is categorized as interjection. However, it is not translated since there is not any equivalent in the TL. In addition, this loss does not give influence in the context and it does not change the meaning in the TL. As the result, the translation is natural and understandable for the readers which are children.

C. Equivalence

There are 10 equivalences found in the data. This strategy is used to make the TL more communicative. Some of the explanation can be seen as follows:

Excerpt 3:

Source Language	Target Language	Page, Line
" <i>Tidak apa-apa</i> ," bisik Qonita, "Jangan jadi anak penakut!"	" <i>It is ok!</i> " Qonita whispered, "Do not be a coward kid!"	10, 11

According to the excerpt 3 above, it is found that that the translator translated the phrase '*tidak apa-apa*' in the SL into '*It is ok!*' in the TL. In this case, the translator used equivalence because the translator tried to make the result of his translation to be accepted by using the daily English language. In the end, it will be more communicative. The phrase '*tidak apa-apa*' can be translated into '*never mind*'. However, the translator chose to use the sentence, "*It is ok!*" because it is more interactive and communicative. As the result, this can be acceptable more by the readers.

CONCLUSION

The conclusion is made based on the data analysis in chapter IV. From the data, the researcher finds 55 words which are identified into oblique translation in the translated bilingual children story. They can be stated as follows:

The highest number is modulation with 30 or 54,5%. It happened because the translator often to change the different point of view. Besides, the translator tries to make the TL which is English language is simple and more understandable for the children. So, they can learn English and get entertainment in the same time. The second number is adaptation. There are 15 sentences or 27,3%. It happened because the translator tries to make new situation by adding, lossing, or skewing the information. The last is equivalence with 10 sentences or 18,2%. It becomes the least number because this is used to make the language in the TL as natural as in the SL. Beside that, the TL will be more communicative and easy to understand. However, the transposition is not found in the data. It is because the translation is not replacing one word class with another without changing the meaning of the message or the sense. In

addition, the target readers are children; so, if there is replacing a word, they will be confused.

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