The Translation of English Activity Verbs Found in Turtle and Dolphin Story

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Abstract- In trilingual kids' story book entitled "Turtle and Dolphin" by Dunkle et al (2012), the English text has both Indonesian and Balinese equivalences. This study aims at revealing the translation procedures applied to the English text especially the activity verbs and also the correlation between the translation procedures and the translation shifts that happen as the result of translations. The English activity verbs as the data in this study are collected using documentation method, the analysis is done by applying descriptive qualitative method and the result is shown using the combination of informal and formal methods. The result shows that literal translation is the most frequent translation procedure applied to translate ST into Indonesian (91%) and Balinese (77%). However, there are several English activity verbs transferred into mental verbs, nouns, and prepositions in the TT. Furthermore, when literal translations are applied the shifts that appear are intra-system shifts (36%). When transpositions are applied, the shifts that appear are class shifts (100%). When modulations are applied the shifts that appear are intra-system shifts (60%). Lastly, when adaptations are applied, the shifts that appear are intra-system shifts (37, 5%).

Keywords: Activity verbs, Translation procedures, Translation shifts, Trilingual story book

I. INTRODUCTION

Translation has become an important part of art, culture, and educational systems in the world. Information has to be spread as fast and as wide as possible. And the transfer of the information is supported by using translation to get through the language boundaries. Regarding to education, it is important for children to learn through many mediums such as stories, like "Turtle and Dolphin" by Dunkle and Margiyono's (2012) that teaches children about sea creatures and raise their awareness to the plastic pollution. Interestingly, the book "Turtle and Dolphin" is a trilingual book where the English text has its equivalences in Indonesian and Balinese languages.

To make this kind of book possible, translation processes are applied by the translators with their procedures, methods, and ideologies. Procedures are used to translate sentences and smaller units of language within a text (Jayantini 2017:35). According to (Vinay and Dalbernet 2000:84), methods and procedures that at first seem to be countless can actually be summarized into seven. Those procedures are borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation.

Furthermore, one of the phenomena that cannot be avoided in the translation process is the shift. Shifts are defined as departures from formal correspondence in the process of going

from SL to the TL. According to (Catford 1965:73-79), there are two major types of shifts occurred namely level shift and category shift. This is because there are no exact same meanings of one translation unit in two different languages and each language has its own uniqueness. For example, in term of verbs, one language may have special verbs that cannot be literally translated into another language and vice versa. Especially the activity verbs, activity verbs usually refers to a volitional activity – that is, an activity performed intentionally by an agent or "doer" (Biber et al. 2002:107). However, sometimes the activity verbs are used to express the events that occur without the volition of an agent. The other semantic categories of lexical verbs are communication verbs, mental verbs, causative verbs, verbs of occurrence, verb of existence or relationship, and verbs of aspect. Furthermore, activity verbs can also be transitive or taking direct objects and intransitive or occurring without any object. (Biber et al. 2002:107) states that there are twenty most commonly used activity verbs in conversation, fiction, newspaper writing, and academic prose are; *bring, get, make, play, take, buy, give, meet, put, try, come, go, move, run, use, follow, leave, pay, show,* and *work*. Being translated into two different languages, the translation of activity verbs becomes an interesting phenomenon to study.

Regarding to previous studies, Nilayani (2020) with an article entitled "Translation Procedures Applied in Translating Immigration Terminologies" gives a comprehensive and applicable reference for translation procedures' study using Vinay and Dalbernet's (2000) theory. Meanwhile, (Sayani 2018) in the article entitled "Translation Shift from Balinese into English in the Puppet Shadow Script Lubdaka" provides interesting reference for a translation shift study where Balinese becomes the ST and English as the TT. However, this study aimed at contributing to the translation studies by collaborating those theories (translation procedures and translation shifts) in analyzing the data and also elaborating the correlation between them.

In conclusion, this study is revealing the translation procedures applied to the English activity verbs, explaining the shifts that happen as the result of the translation and also elaborating the correlation between each translation procedure and the translation shifts.

II. METHODS

The data of this study was taken from a trilingual kid story book entitled "Turtle and Dolphin" by Maggie Dunkle and Margiyono. This book is firstly launched 2007 by Saritaksu Publishing. This book is aimed at providing a beautiful and fun medium for children and parents to learn and raise awareness towards the Bali's natural environment especially the plastic waste.

The documentation method is used to collect the data in this study. Firstly, the data source was read carefully and the English activity verbs were noted. Those English activity verbs, including the sentences where they were applied in, were arranged in a pararel corpus with their Indonesian and Balinese equivalences thus that they could be analyzed according to the objectives of the study.

In analyzing the data, the method applied was the descriptive qualitative method. However, tables of occurrences and percentages were used to support the analyses as well as the results. The techniques of analyzing the data was done by first, defining the translation procedures applied to transfer the English activity verbs into their Indonesian and their Balinese equivalences. Next, each type of translation shift happened as the result of translation process was explained. Lastly, the correlation of each of the translation procedure regarding to translation shift as the result was elaborated. Regarding to the theoretical framework, Vinay and Dalbernet's (2000) theory on translation procedures and Catford's (1965) theory on translations shifts were applied.

In showing the result of analysis and discussion, the method used was the informal method where the data was elaborated descriptively. The formal method was also applied as the supporting method especially in the application of tables to show the result in numbers and percentages.

III. RESULT

In this study, the result and discussion section was divided into three parts. The first was the procedures of translation, the second part was shifts in translation, and the last was the correlation between translation procedures and translation shifts. The result part was

separated to focus first at the procedures of translation and second at the shifts of translation.

Procedures of Translation

Borrowing is the simplest of all translation methods where the translator use foreign terms to translate SL into TL. Calque is a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its elements (Vinay and Dalbernet 2000). Literal translation (or word for word) refers the direct transfer of a SL text into TL text that is grammatically and idiomatically appropriate. Transposition involves replacing one word class with another without changing the meaning of the message. Modulation is a variation of the form of the message which is obtained by a change in the point of view. Equivalence refers to procedure where one and the same situation rendered using completely different stylistic and structural methods by two texts. Lastly, Adaptation is a special kind of equivalence, a situational equivalence where a translator has to create a new situation that can be considered as being equivalent because the type of situation being referred in SL message is unknown in the TL.

Translation procedures that applied in translating English activity verbs into Indonesian and Balinese equivalences are literal translations, transpositions, modulations, and adaptations. The examples of each translation procedure found in the data of this study are shown below.

(1) Literal Translation

Literal translation is applied when the English activity verb as the translation unit in this study is translated directly from the source language into the target language.

Table 1 – The Example of Literal Translation

No	SL (English)	TL (Indonesian)
1	"I **fly** over the beach."	*Aku **terbang** di atas pantai.*

No	SL (English)	TL (Balinese)
2	They **bring** things to eat.	*I Manusa **ngaba** pangan.*

In example (1), f**ly** is translated into **terbang** which is the appropriate equivalence grammatically and idiomatically in Indonesian language. In translating into Balinese, the literal translation is also applied in example (2) where **ngaba** in Balinese language is used to transfer the meaning of **bring** into the TT. The word in ST is translated directly into the suitable equivalent word in TT. Regarding to the activity verbs, in both of examples (1) and (2), the English activity verbs are translated into activity verbs in Indonesian and Balinese.

(2) Transposition

In the data, the transposition procedure is applied once when translating English activity verbs into Balinese.

Table 2 – The Example of Transposition

No	SL (English)	TL (Balinese)
3	Soon other children **came** on the beach.	*Nénten sué, wénten malih alit-alit **ka** pasisi.*

This translation, example (3) is considered as a transposition because the verb as the word class of the translation unit in the ST is translated into another world class without changing the meaning of the messages. In this case **came** is translated into *ka* that literally means "to" in English which is a preposition. Therefore, in example (3), the English activity verb is transferred into a Balinese preposition.

(3) Modulation

This procedure involves the change in the point of view that causes a variation of the messages' form.

Table 3 – The Example of Modulation

No	SL (English)	TL (Balinese)
4	They **played** in the water that did not have rubbish in it any more.	*Ipun **malelangian** ring toya sané nénten malih madaging lulu.*
5	They **come** to the beach.	*I Manusa **nuju** ka pasisi.*

In data (4), the English activity verb **played** is translated into **malelangian** as the

Indonesian equivalence. The Indonesian verb *malelangian* literary means "to swim" in English and the clause "*Ipun malelangian ring toya sané nénten malih madaging lulu*" can be literary translated into "They **swim** in the water that did not have rubbish in it any more". In the SL, the meaning of "to do things for pleasure and or be involved in a game" becomes "to swim" in the TT. In data (5), the activity verb **come** is translated into *nuju* which literally means "to head or to go". The modulation here is the slight variation of message from "arriving in a place" in ST becomes "to leave one particular place in order to reach another" in TT. The transfer of meaning show points of view of changing towards one same act. In addition, both of the activity verbs in example (4) and (5) are transferred into Balinese activity verbs.

(4) Adaptation

A translation process can be considered as applying the adaptation procedure when the translator creates a new situation that can be considered as being equivalent in the target language.

Table 4 – The Example of Adaptation

No	SL (English)	TL (Balinese)
6	What can we **do**?	*Jani kénkén abeté?*
7	and **take** a chance	*sing ngitung baya*
No	SL (English)	TL (Indonesian)
8	and **take** a chance	*tanpa memperhitungkan bahaya*

In data (6) the English activity verb **do** is translated into a whole different equivalent situation in Balinese. *Abeté* is a noun that means the answer of a question. This is the translator strategy to transfer the situation of a character that become confused about the problems that it faces and what should the character do to solve it. In Balinese, that previous message is transferred into a situation where the character become confused and want to search how to answer the question that will be questioned to the character regarding the problem that happens. Even though the situations they are different, both clauses can transfer the

appropriate meanings and messages to the target readers in the culturally acceptable ways.

Example (7) and (8) become interesting translation processes because both of the equivalences in Indonesian and Balinese transfer the verbs and clauses in the ST into different situations. The English activity verb **take** in this data refers to an act of responding to an opportunity. Both the Indonesian and Balinese equivalences literally mean "regardless of the danger". The situation created by the translator can deliver the equivalent meaning in of the message in TT which is the Seagull that eats everything that look like food when he is really hungry even though food and plastic waste can be really hard to distinguish.

Regarding to English activity verbs, the activity verb in example (6) is transferred into a Balinese noun. The activity verb in example (7) is transferred into a Balinese mental verb and the activity verb in example (8) is transferred into an Indonesian mental verb.

Furthermore, after the analyses of translation procedures applied to 43 English activity verbs into Indonesian and Balinese, the occurrences and their percentages are shown in the tables below.

Table 5 – Translation Procedures applied from English into Indonesian

Procedures	Occurrence	Percentage
Literal	39	91%
Modulation	1	2%
Adaptation	3	7%
Total	43	100%

Table 6 – Translation Procedures applied from English into Balinese

Procedures	Occurrence	Percentage
Literal	33	77%
Transposition	1	2%
Modulation	4	9%
Adaptation	5	12%
Total	43	100%

Translations Shifts

Shifts in translation refer to some changes occurring in translation process from the source language into the target language. Level shifts mean that a SL item at one linguistic level has a TL translation equivalent at a different level. Moreover, category shifts are departures from

formal correspondence in translation. Category shifts are divided into structure shifts, class shifts, and unit shifts (rank-changes), and intra system shifts. Structure shifts are the most frequent category shifts at all ranks in translation which occur in phonological and graph logical as well as in total translation. In grammar, structure-shifts can occur at all ranks. Class shifts occur when the translation equivalent of a SL item is a member of a different class from the original item. Unit shifts mean the changes of rank which mean the departure from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL. Intra system shifts mean the departure from formal correspondence in which (a term operating in) one system in the SL has as its translation equivalent (a term operating in) a different-non corresponding system in the TL.

In translating the English activity verbs into Indonesian, 17 intra-system shifts occurred. On the other hand, there are 15 intra-system shifts and one class shift occurred when translating the English activity verbs into their Balinese equivalences. The examples are shown below.

(1) Class Shifts

Class shift occurs when the translation equivalent of the source language has different class with the target language. Class shift was applied in translating English activity verb into Balinese. The example can be shown as follows:

Table 7 – The Example of Class Shifts

No	SL (English)	TL (Balinese)
9	Soon other children **came** on the beach.	*Nénten sué, wénten malih alit-alit ka pasisi.*

In example (9), **came** belongs to a verb. It is translated into the preposition *ka*. The word class is changed from the source language into the target language, in this case the English activity verbs is transferred into a Balinese preposition. This is considered as a class shift. According to *Merriam-Webster Dictionary*, *came* means to move or journey to a vicinity with a specified purpose. Meanwhile, *ka* is a preposition of place. **Came** and *ka* indicates where the children go or move to. Therefore,

both of them convey the similar message that is indicating the purpose of going to a certain place. It can be done as long as the translation equivalent is acceptable in the target language.

(2) Intra-system Shifts

Intra-system shift can occur when the two languages have a formally correspondent system, but choose a non-corresponding item as translation equivalents. The examples can be shown below:

Table 8 – The Example of Intra-system Shifts

No	SL (English)	TL (Indonesian)
10	They **played** in the water that did not have rubbish in it any more.	*Mereka **berenang-renang** di air yang sudah tak bersampah lagi.*

No	SL (English)	TL (Balinese)
11	They watched the children **cleaning** the beach.	*Ipun ngantenang alit-alité **mersihin** pasisiné.*

No	SL (English)	TL (Indonesian)
12	They **ran** races on the sand they had made clean.	*Mereka **berkejaran** di pasir yang sudah mereka bersihkan*

In example (10), **played** is formed by *play* and *-ed*. *-Ed* is the marker of past form to indicate past event or something that has happened in the past. However, there is no difference of past, present, or future event showing by the additional suffix in the word itself. It is translated into **berenang-renang** which belongs to reduplication word. It has similar meaning with "swimming" in English. Therefore, intra-system shift can be considered as happening in this translation process.

Similarly, intra-system shift is also applied in translating **cleaning** into *mersihin* in Balinese (example 11). **Cleaning** is formed by the verb *clean* and suffix *ing*. This suffix has function to indicate present event or something that is happening at this moment. It is translated into verb **mersihin** which is not showing the difference of past, present, or future time like English does. It can be concluded that intra-

system shift was applied in translating SL into TL as long as it is acceptable and preserving the meaning.

Moreover, intra-system shift is applied to translate **ran** into **berkejaran** as shown in the example (12). **Ran** is the past form of **run** which indicates something that has happened in the past. It is translated into **berkejaran** in Indonesian which has no suffix or change of participle to indicate past event. According to *Cambridge Advanced Learner's Dictionary & Thesaurus*, **ran** as the past simple of **run** is defined as to move along, faster than walking, by taking quick steps in which each foot is lifted before the next foot touches the ground (of people and some animals). While, **berkejaran** which similarly means **chase** in English has a meanings to hurry after someone or something in order to catch him, her, or it. Both of **ran** and **berkejaran** convey the same meaning that is doing faster movement than walking for a certain purpose.

Regarding to the English activity verbs, the verbs in example (10), (11), and (12) are all transferred into activity verbs in Indonesian and Balinese.

IV. DISCUSSION

From the tables in the result part above, it can be seen that the most dominant translation procedure applied in the translation process is the literal translation procedure with 72 occurrences (84%). Meanwhile, regarding to the target text, the most dominant translation procedures applied in translating English activity verbs into Indonesian is the literal translation (91%) followed by adaptation (7%) and modulation (2%). Furthermore, the most dominant translation procedure applied in translating English activity verbs into Balinese is the literal translation (77%) followed by adaptation (12%), modulation (9%), and transposition (2%).

As the results of a translation process, the translation shift phenomenon is correlated to many variables that involved in the translation process itself, including translation procedures, methods, until ideologies. In this study, since the translation procedures applied in translating English activity verbs into Indonesian and Balinese have been analyzed, and the shift phenomenon that happens as the translation results have been elaborated, furthermore the

correlation between each translation procedure and the translation shifts becomes interesting object to be elaborated. In the table below, the percentage of each shift type that happens in the translation that applied each procedure is shown.

Table 9 – The Correlation between Procedures and Shifts

Procedures	Translation shifts
Literal	26 intra-system (36%), 46 not shifted (64%)
Transposition	1 class shift (100%)
Modulation	3 intra-system (60%), 2 not shifted (40%)
Adaptation	3 intra-system (37,5%), 5 not shifted (62,5%)
Total shifts' occurrences	32 intra-system shifts (37%), 1 class shift (1%), not shifted (62%)

These result and discussion part in this study of course has several limitations and it is open for future researcher to conduct deeper studies in this topic. The limitation, among others, is the data of this study that only focuses on activity verbs. The future studies may analyze verb phrases or verb groups that potentially provide a more complex and comprehensive examples and analyses in terms of translation procedures and translation shifts.

V. CONCLUSION

From the result and discussions parts above, it can be concluded that the translation procedures applied to translate English activity verbs into Indonesian equivalences are literal translations (91%), modulations (2%) and adaptations (7%). Meanwhile, literal translations (77%), transpositions (2%), modulations (9%), and adaptations (12%) are applied to translate English activity verbs into Balinese. Furthermore, the translation shifts that happen in the translation of English activity verbs into Indonesian and Balinese are intra-system shifts (37%), followed by class shifts (1%), and 62% of the translation results are not shifted.

Regarding the English activity verbs and their equivalences in Indonesian and Balinese, not all of them are translated into activity verbs in the target text. When translating the English activity verbs into Indonesian, there are two (5%) English activity verbs transferred into Indonesian mental verbs. Meanwhile, when

translating the English activity verbs into Balinese, there are two (5%) English activity verbs transferred into Balinese mental verbs, two (5%) English activity verbs transferred Balinese nouns, and one (2%) English activity verb transferred into a Balinese preposition. There is also one (2%) of English activity verb that is not transferred at all at the target text.

Finally, on the subject of to the correlation between translation procedures and translation shifts, it is shown that intra-system shifts (36%) occur when literal translation are applied, the other 64% are not shifted. The class shift (100%) appears when transposition is applied. Intra-system shifts (60%) appear when modulations are applied; the other 40% are not shifted. Intra-system shifts (37, 5%) appear when adaptations are applied, the other 62, 5% are not shifted.

It is important for translators to stick to the main objective of translation which is transferring the meaning from SL into the TL by applying the needed procedures, methods, and ideologies. However, it is also essential for the translator to be aware with the shifts that become the translation results regarding the procedures applied. Therefore, the final product can be appropriate for the target readers.

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