

TRANSLATION OF AUXILIARY VERBS IN NOVEL *THE FAULT IN OUR STARS* INTO INDONESIAN

Maureen Vanessa Yoel¹, Agung Prasetyo Wibowo²

Gunadarma University, Depok, Indonesia

maureenvanessa30@gmail.com

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Abstract

This study intends to: (i) analyze the forms of auxiliary verbs and their translations found in the data source; (ii) analyze the translation strategies used in the translation process from the source language and target language. This research study focuses on English auxiliary verbs and their translations into Indonesian found in the novel entitled “The Fault in Our Stars” and the translation strategies in the translation process. In analyzing the data, the analysis uses the translation strategies proposed by (Chesterman, 2016). The method that the researcher employs is namely qualitative method, while the approach is descriptive qualitative. The technique used for collecting data is purposeful sampling. The data taken for each auxiliary verbs are 50 data. This research shows that most of the English auxiliary verbs are not translated in Indonesian because there is no fixed equivalent for auxiliary verbs in Indonesian. There are only four strategies out of thirty strategies proposed by Chesterman are used. The strategies are literal (6 data), transposition (29 data), unit shift (12 data), and compression (28 data). Moreover, the dominant strategy used is transposition which appeared in 29 data. Thus, it can be implied that only 1 of 30 translation strategies that mostly used in translating auxiliary verbs.

Keywords: auxiliary verbs, Chesterman’s translation strategies, language, translation analysis

Introduction

Language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others. According to (Keraf, 1997), “Language is a means of communication between members of the community in the form of a symbol of sound produced by the speech organ”. Basically, the language has certain functions that are used according to the needs of a person, i.e, as a tool for self-expression, as a means to communicate, as a tool to organize and adapt to social integration in the environment or circumstances, and as a tool for social control. There are various languages in the world and English becomes one of the most spoken languages by world citizens. According to (Crystal, 2003), English is the most studied language in the world. There are approximately 325 million native speakers of English, around 425 million English speakers as the second language, and other 750 million people are learning English as a foreign language.

The use of English is important because it is used as communication tools. However, mastery of English in Indonesia is inadequate. A survey ‘English Proficiency Survey’ conducted by EF (<http://www.ef.co.id/epi/>, n.d.) showed Indonesia's score of 52.91, it is in 32nd position out of 72 countries surveyed globally. The low mastery of English in Indonesia cannot be ignored because English is used in various communication media such as news, advertisements, films, songs and novels. There are a lot of best-seller novels that written in English.

Since there are a lot of best-seller novels written in English, many people in Indonesia want to read the novels. However, not everyone in Indonesia is able to read the English novel. Therefore, there is high demand for novel that originally written in English and it makes publishers have to publish the novel in Indonesian. In this case, translators are needed to transfer the source language into target language that is called translation.

According to (Newmark, 1988), “Translation is rendering the meaning of a text into another language in the way that the author intended the text”. This definition stresses on rendering meaning of the source language text into the target language text as what is intended by the author. Translation process is one of the solutions to overcome the problem faced by people who do not know a foreign language. It is possible since translators should reproduce the closest equivalence in the target language to convey the message (Nida & Taber, 2004). Thus, in translation, the forms (words, phrases, clauses, sentences, or paragraphs) change, and the meaning is transferred from its original language into the target language (Amalia & Yuwono, 2020). Translators then reproduce the same meaning using equivalent vocabulary, grammatical structures, and cultural context in the target language (Larson, 1984). Every language has its own characteristics. English and Indonesian have their own characteristics. English as one of the languages, has an auxiliary verb in the sentence. The structure in English sentence has a subject, an auxiliary verb, and a verb. Verb is the complex one from part of speech. Sentence must contain one verb because a sentence without a verb called phrase. The role of the verb in an English sentence would affect the meaning of the existing sentence, especially in the use of tenses itself. The auxiliary verb is helping verb that have structural meaning or a semantic coloring to verbs carrying the full burden of lexical meaning. The structure between English and Indonesian are different. Indonesian doesn’t have auxiliary verb in the sentence, but when a translator finds an auxiliary verb in English passage, they have to translate it in order to transfer its meaning and find the equivalent.

Indonesian doesn’t have auxiliary verb in its language, so Indonesian doesn’t have standard equivalent for auxiliary verbs. On translating it, the translator must find the equivalent and the meaning still have to be conveyed as well. In this research, the researcher will conduct a research entitled Translation of Auxiliary Verbs in Novel the Fault in Our Stars (Green, 2012) and its translation (Nimpoeno, 2014).

The focus of this research is describing and analyzing the auxiliary verbs in the source text that has become the interest of the researcher. The analysis uses Chesterman’s translation strategies because the strategies are complete on syntactic and pragmatic aspects.

Literature Review

Auxiliary verb is not the ordinary verbs. According to (Wren & Martin, 2017) “Auxiliary verb is a verb use to form the tenses, moods, voices, of other verbs. So it can be concluded, that auxiliary verb is used to form the tense, moods, voice, of other verbs”. Second definition of auxiliary verbs from (Hornby, 1974) stated Auxiliary is a verb used in forming the tenses, moods, and voices of other verbs”. The third definition from (Frank, 1972) stated “Auxiliary verbs are “helping” verbs that add structural meaning or semantic.” Based on the all explanations it can be concluded that auxiliary verbs are some verbs that have a function to help, give a support, and modifying meaning of the full verb in expressing actions, events, and statements.

Auxiliary verbs are divided into two categories, primary auxiliary verbs and modal verbs. Primary auxiliary verbs are have, do, and to be. Have has three patterns, which are have, has, and had. Do has three patterns, which are do, does, and did. To be has five patterns, which are is, am, are, was, and were.

There are 30 translation strategies that can be used in translation process, according to (Chesterman, 2016). These 30 strategies are divided into 3 section, which are syntactic, semantic, and pragmatic. In syntactic strategies, there are literal, loan, calque, transposition, unit shift, phrase structure change, clause structure change, sentence structure change, cohesion change, level shift, scheme change.

On semantic strategies, there are synonymy, antonymy, hyponymy, converses, abstraction change, distribution change, emphasis change, paraphrase, trope change, and other semantic changes. On pragmatic strategies, there are cultural filtering, explicitness change, information change, interpersonal change, illocutionary change, coherence change, partial translation, visibility change, transediting, and other pragmatic changes.

There are several research about auxiliary verbs and modal verbs. The research from (Close, 2004) focuses on finding the difference between the dialects of American English and Tennessee English and how the structures are different from Standard English. This research presented double modal data from two dialects of American English. The initial modal shares the interpretation and syntactic behavior of an adverb. The second position modals show modal traits. As an adverb, might should be left adjoined to a functional projection of clause. In Tennessee English, the initial modal can invert in questioning leading to the suggestion that it was modal. DMs in ArkE and TenE are syntactically distinct; the distinction can be reduced to the structure of the lexicon; ArkE speakers have an adverb might, while TenE speakers have an untensed modal might. These both differ from Standard English which has only regular modals. The similarity between this relevant research and the current research is the relevant research is both of them discusses about English auxiliaries. The differences between the relevant research and the current research are the relevant research focuses on finding the differences among Tennessee English, American English, and Standard English, meanwhile this current research focuses on finding the different structures (especially auxiliary verbs) between English and Indonesian.

The research from (Moon, 2016) focus on modal verbs instead of auxiliary verbs. The first area is that of providing a particular characterization of modal auxiliary paradigms that solves a number of problems in taxonomic treatments of modal auxiliary verbs. The second area is that of providing a formal grammar and interpretation that allows the composition of tense, grammatical aspect, and modal auxiliary verbs. The third major area is the finding that assessment sensitivity only occurs in one of the paradigms, Paradigm B, and, as a corollary, assessment sensitivity and tense do not co-occur with modal auxiliary verbs in English. The similarity between this relevant research and the current research is the relevant research is both of them discusses about auxiliary verbs. The differences between the relevant research and the current research are the relevant research focuses on the theories and grammar about auxiliary and modal verbs, meanwhile this current research focuses on how the strategies are implied on translating auxiliary verbs into Indonesian.

The last research from (Kousalíková, 2020) provides information about auxiliary verbs, followed by detailed description of modal verbs. It means that the thesis describes types of modality, negative forms of modal verbs, forming a question and different situations for using modal verbs in general. In addition to this, this part also deals with history of modals along with the translation into the Czech language. The second, practical part of the thesis, deals with testing pupils and analyzing their use of modal verbs in various sentences. The test consisted of two exercises dealing with modals. The first exercise, comprising ten sentences, had a form of sentences with a gap where pupils were asked to fill in a suitable modal verb. The second exercise included four sentences for translation from Czech to English. The similarity between this relevant research and the current research is the relevant research is both of them discusses about auxiliary verbs. The differences between the relevant research and the current research are the relevant research discusses about history of modal verbs and the translation into the Czech language. The relevant research conducted a test for pupils and analyzed their use of modal verbs. The current research didn't conduct a test and didn't involve people on it. The current research only focused on finding the strategies on translating auxiliary verbs into Indonesian.

Research Method

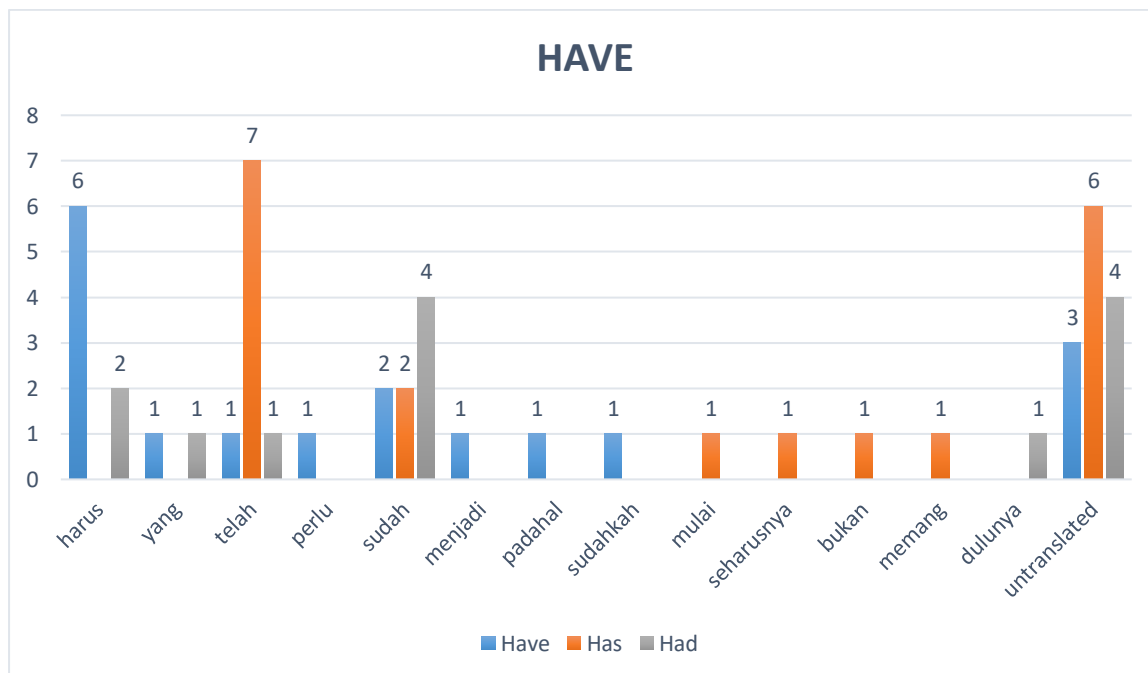
The qualitative method is used in this study. A qualitative research is classified as if the purpose of the study to describe a situation, phenomenon, or event. (Kumar, 2011). Qualitative research refers to “meanings, concepts, definitions, metaphors, symbols, and description of things” (Berg & Lune, 2021).

Qualitative will be used because the researcher is interested in the process of the translation. The researcher analyzes what principles of translation, what translation strategies, and what theories are used by the translator.

The approach of the research which the researcher uses is descriptive analytical study. It is descriptive because the researcher describes how the auxiliary verbs have been translated and the researcher analyzes it. The sampling technique used is purposeful sampling because the selection of the data is without any regular pattern.

The procedure of the research are divided into 6 stages. First, the researcher read the source text and the target text. Second, after read the source text and target text, the researcher compared the source text and the target text. Third, after comparing the source text and target text, the researcher looked for the differences between both of them. Forth, the researcher chose the difficult data purposely to be analyzed from all the data that have collected about the translation. Next, the research chose 10 data randomly to be analyzed because the time is not enough to analyze the difficult data. Last, the researcher found out the strategies that used.

Results and Discussion



Have into harus

p/par/l	Source text	Target text
19/2/4	And it's looking like I have to get surgery in a couple weeks, after which I'll be blind.	Tampaknya aku harus dioperasi beberapa minggu lagi, dan setelah itu aku akan buta.

Based on definition from (Frank, 1972) stated "Auxiliary verbs are "helping" verbs that add structural meaning or semantic. The word "have to" is an auxiliary verb because it helps main verb "get". The word "have to" is translated into "harus" in the target text.

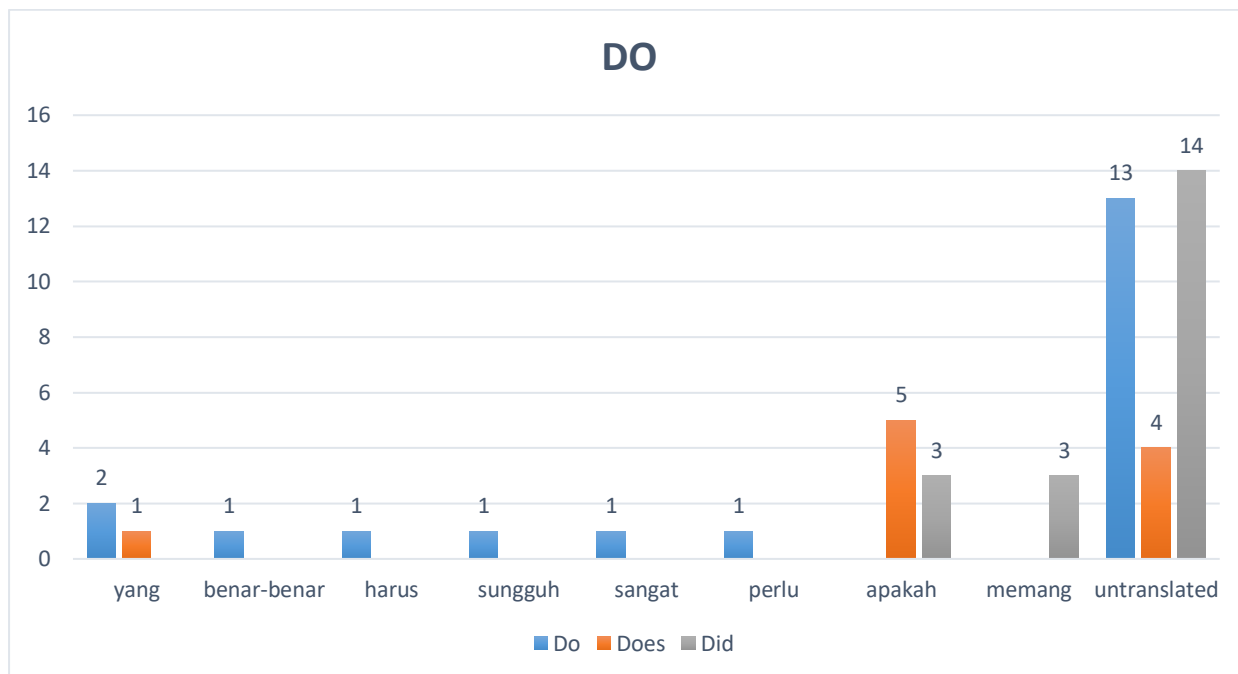
Has into telah

p/par/l	Source text	Target text
41/5/7	My response is being written with ink and paper in the glorious tradition of our ancestors and then transcribed by Ms. Vliegenthart into a series of 1s and 0s to travel through the insipid web which has lately ensnared our species.	Jawabanku ditulis dengan tinta dan kertas dalam tradisi mulia nenek moyang kita, lalu diterjemahkan oleh Ms. Vliegenthart ke dalam serangkaian 1 dan 0 agar berjalan melewati jaringan menjemukan yang akhir-akhir ini telah menjerat spesies kita.

Had into sudah

p/par/l	Source text	Target text
10/6/3	Sitting on the couch with my mom in the third leg of a twelve-hour marathon of the previous season's America's Next Top Model, which admittedly I had already seen.	Duduk di sofa bersama Mom, menonton episode ketiga America's Next Top Model musim sebelumnya, yang disiarkan secara marathon selama dua belas jam, yang sudah pernah kulihat sebelumnya.

Based on definition from (Frank, 1972) stated "Auxiliary verbs are "helping" verbs that add structural meaning or semantic. The word "had" is an auxiliary verb because it helps main verb "cut". The word "had" is translated into "sudah" in the target text.



Do into yang

p/par/l	Source text	Target text
24/1/2	“What do you read?”	“Apa yang kau baca?”

Based on definition from (Frank, 1972) stated “Auxiliary verbs are “helping” verbs that add structural meaning or semantic. The word “do” is an auxiliary verb because it helps main verb “read”. The word “do” is translated into “yang” in the target text.

Does into apakah

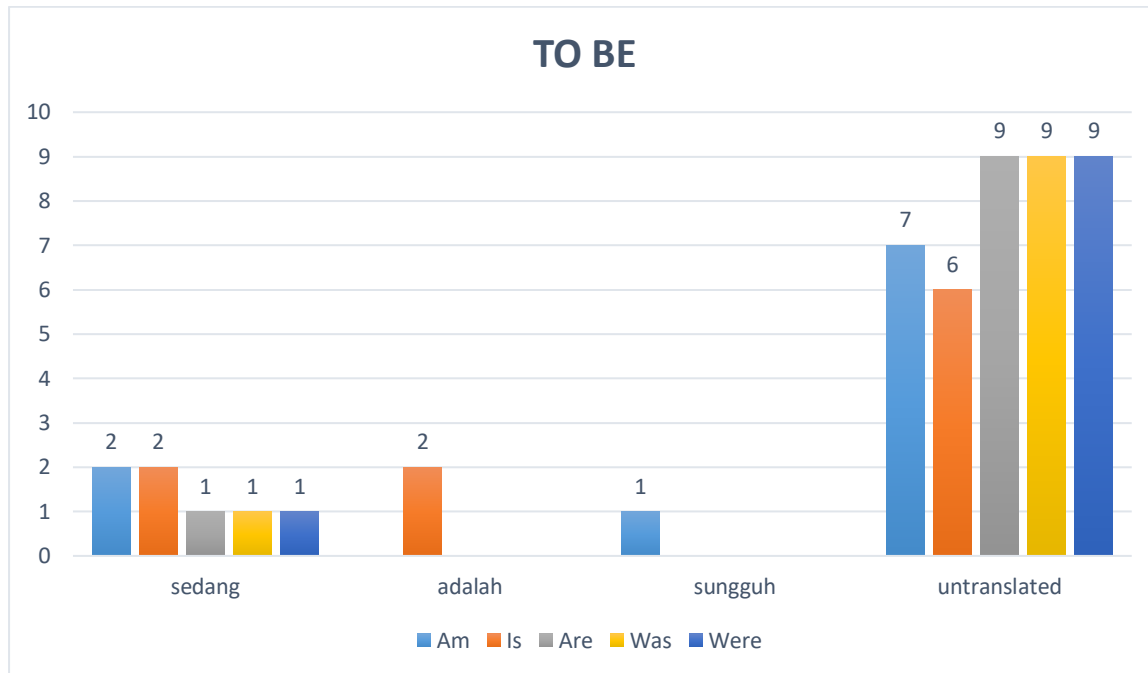
p/par/l	Source text	Target text
34/4/2	Does Support Group Hazel make this better or worse?	Apakah Hazel dari Kelompok Pendukung akan membuat ini lebih baik atau lebih buruk?

Based on definition from (Frank, 1972) stated “Auxiliary verbs are “helping” verbs that add structural meaning or semantic. The word “does” is an auxiliary verb because it helps main verb “make”. The word “does” is translated into “apakah” in the target text.

Did into memang

p/par/l	Source text	Target text
38/6/2	But I thought that if true love did exist, that was a pretty good definition of it.	Tapi kupikir, seandainya cinta sejati memang ada, itu definisi yang sangat bagus.

Based on definition from (Frank, 1972) stated “Auxiliary verbs are “helping” verbs that add structural meaning or semantic. The word “did” is an auxiliary verb because it helps main verb “exist”. The word “did” is translated into “memang” in the target text.



Am into sedang

p/par/l	Source text	Target text
18/4/7	I swear to God I am trying to be gentle.	Aku bersumpah sedang berupaya untuk menyetir dengan lembut.

Based on definition from (Frank, 1972) stated “Auxiliary verbs are “helping” verbs that add structural meaning or semantic. The word “am” is an auxiliary verb because it helps main verb “trying”. The word “am” is translated into “sedang” in the target text.

Is into adalah

p/par/l	Source text	Target text
44/7/5	“He moved to Amsterdam, which makes me think maybe he is writing a sequel featuring the Dutch Tulip Man, but he hasn’t published anything.”	“Dia pindah ke Amsterdam, membuatku berpikir bahwa dia mungkin sedang menulis sekuel yang menampilkan Lelaki Tulip Belanda itu, tapi dia belum menerbitkan sesuatu pun.

Based on definition from (Frank, 1972) stated “Auxiliary verbs are “helping” verbs that add structural meaning or semantic. The word “is” is an auxiliary verb because it helps main verb “sleeping”. The word “is” is translated into “sedang” in the target text.

Are into sedang

p/par/l	Source text	Target text
36/5/2	Augustus explained, “Isaac, I don’t know about you, but I	Augustus menjelaskan, “Isaac, aku tidak tahu denganmu, tapi kurasa kita sedang dikepung.”

	have the vague sense that we are being outflanked.”	
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Based on definition from (Frank, 1972) stated “Auxiliary verbs are “helping” verbs that add structural meaning or semantic. The word “are” is an auxiliary verb because it helps main verb “being”. The word “are” is translated into “sedang” in the target text.

Was into sedang

p/par/l	Source text	Target text
11/5/2	A boy was staring at me.	Seorang cowok sedang menatapku.

Based on definition from (Frank, 1972) stated “Auxiliary verbs are “helping” verbs that add structural meaning or semantic. The word “was” is an auxiliary verb because it helps main verb “staring”. The word “was” is translated into “sedang” in the target text.

Were into sedang

p/par/l	Source text	Target text
20/2/5	They were making enchiladas in the kitchen.	Mereka sedang membuat enchilada di dapur.

Based on definition from (Frank, 1972) stated “Auxiliary verbs are “helping” verbs that add structural meaning or semantic. The word “were” is an auxiliary verb because it helps main verb “making”. The word “were” is translated into “sedang” in the target text.

Chesterman’s strategies:

Literal

p/par/l	Source text	Target text
24/1/6	And we remember in our hearts those whom we knew and loved who have gone home to you: Maria and Kade and Joseph and Haley and Abigail and Angelina and Taylor and Gabriel and . . .	Dan di dalam hati, kami mengingat mereka yang kami kenal dan kami cintai, yang telah berpulang kepada-Mu, Maria, Kade, Joseph, Haley, Abigail, Angelina, Taylor, Gabriel, ...

(Chesterman, 2016) stated this strategy loosely, “maximally close to the SL form, but nevertheless grammatical”. The word “have” is translated into “telah” which is the original meaning in dictionary. It means that the datum is using the literal strategy on translation process.

Transposition

p/par/l	Source text	Target text
19/2/5	Not to complain or anything because I know a lot of us have it worse, but yeah, I mean, being blind does sort of suck.	Bukannya mengeluh atau apa, karena aku tahu ada banyak di antara kita yang lebih buruk lagi, tapi ya, maksudku, menjadi buta memang agak menyebalkan.

(Chesterman, 2016) opinion on transposition is as follows:

I use this term (from (Darbelnet & Darbelnet, 1958)) to mean any change of word-class, e.g. from noun to verb, adjective to adverb. Normally, this strategy obviously involves structural changes as well, but it is often useful to isolate the word-class change as being of interest in itself. The word

“have” is a verb in the source text and it is translated into “yang” which is an adverb in the target text. There is a word-class change from verb into adverb.

Unit shift

p/par/l	Source text	Target text
25/1/4	He towered over me, but he kept his distance so I wouldn't have to crane my neck to look him in the eye.	Dia menjulang tinggi di depanku, tapi menjaga jarak agar aku tidak perlu memanjangkan leher untuk memandang matanya.

(Chesterman, 2016) opinion as follows:

This is a term from (Catford, 1978). The units are: morpheme, word, phrase, clause, sentence, paragraph. A unit shift occurs when a ST unit is translated as a different unit in the TT: this happens very frequently, of course, and subclassifications can be set up for unit shifts of different types. The phrase “have to” is a phrase that consists of two words. If the phrase is translated one by one, the literal meaning is not “harus”. Nevertheless, the writer did not use the literal meaning of the phrase. Instead, the writer had chosen a word as its translation.

Compression

p/par/l	Source text	Target text
34/1/7	I might have been nervous—what with sitting in the car of a strange boy on the way to his house.	Mungkin aku gugup – mengingat aku duduk di mobil cowok asing dalam perjalanan ke rumahnya.

(Chesterman, 2016) defines “This is a change in the distribution of the same “semantic” components over more items (expansion) or fewer items (compression)”. The source text that has **21** words is **compressed into 14** words in the target text. The word ...have... is not translated in the target text. This translation strategy is called compression.

Conclusion

Based on the analysis, the researcher found that there is no fixed equivalent for auxiliary verbs in Indonesian and auxiliary verbs are not urgently translated into Indonesian. The researcher also found that the numbers between the translated and the untranslated auxiliary verbs are unbalanced. The untranslated are dominant in the data.

The auxiliary verb for have mostly translated as harus. However, the word ‘have’ can be translated as yang, telah, perlu, sudah, harus, menjadi, padahal, masih, sudahkah, and untranslated. The auxiliary verb for has mostly translated as telah. However, the word ‘has’ can be translated as mulai, seharusnya, bukan, memang, and untranslated. The auxiliary verb for had are balanced, translated as sudah and untranslated. However, the word ‘had’ can be translated as dulunya, telah, and yang.

The second auxiliary verb is do. The auxiliary verb for do mostly untranslated, found in 13 among 20 data. However, the word ‘do’ can be translated as yang, benar-benar, sungguh, harus, and sangat. The auxiliary verb for does mostly translated as apakah. However, the word ‘does’ can be translated as yang and untranslated. The auxiliary verb for did mostly untranslated, found in 14 among 20 data. However, the word ‘did’ can be translated as apakah and memang.

The third auxiliary verb is to be. The auxiliary verb for am mostly untranslated, found in 7 among 10 data. However, the word ‘am’ can be translated as sedang and sungguh. The auxiliary verb for is mostly untranslated, found in 9 among 10 data. However, the word ‘is’ can be translated as sedang. The auxiliary verb for are mostly untranslated, found in 6 among 10 data. However, the word ‘are’ can be translated as sedang and adalah. The auxiliary verb for was mostly untranslated, found in 9 among 10

data. However, the word 'was' can be translated as sedang. The auxiliary verb for were mostly untranslated, found in 9 among 10 data. However, the word 'were' can be translated as sedang.

The other conclusion is there is 1 dominant translation strategies that used and found in 75 data which is transposition. The other translation strategies that are found in the data are literal, unit shift, and distribution change (compression). But the most suitable are transposition and distribution change (compression).

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