

TRANSLATION OF THE WORD ‘DO’ IN LUCY MAUD MONTGOMERY’S NOVEL *ANNE OF AVONLEA* FROM ENGLISH INTO INDONESIAN

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Abstract

The purpose of this research is to find out the translation of the word ‘do’ from English into Indonesian and also its function. This research focuses on the translation of the word ‘do’ in an English novel entitled *Anne of Avonlea* and its translation in Indonesian. The researcher uses mixed method namely qualitative and quantitative method. To collect the data, purposefully random sampling is used. The 150 difficult data were purposefully chosen, which then the researcher chose 75 random data to be analyzed. To analyze the data, the researcher uses strategies of translation by Chesterman (2016) and principles of translation by Duff (1990). The result of this research shows that there are a lot of forms and functions of ‘do’ that makes the translation of the word ‘do’ various. There are 7 out of 30 strategies found, namely literal translation (7), unit shift (7), transposition (25), emphasis change (16), cohesion change (16), scheme change (3), and synonymy (1). Lastly, there are 2 out of 6 principles of translation found, namely meaning (6 strategies) and style & clarity (1 strategy). Thus, it can be seen that the most used strategy and principle of translation in translating the word ‘do’ are transposition and meaning.

Keywords: analysis, Chesterman, Duff, strategy, translation, principle

Introduction

Language is important for communication, especially in the era of globalization where communication is needed to obtain various kinds of information. Not only within country, communication also occurs between countries. There, translation is required to exchange information or communicate from one language of one country to another. Translation is the transfer of information from one language, known as the source language, to another language, known as the target language. The transfer of meaning from source language and the target language is a type of communication to convey a message or an information from source language to target language so the target language readers can understand it. According to Newmark (2001), “Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language” (p. 5). Translating is not an easy task as it doesn’t only require the ability to translate but also to interpret the meaning due to cultural differences between the source and target language. Venuti (2000) stated that, “Translation is reducing the word and supplying another set of differences of the foreign text, basically domestic, drawn from the receiving language and culture” (p. 468). English as the most used international language is one of the ways to communicate with people all over the world. However, due to the differences between English and Indonesian culture, it requires the process of translation.

In this study, the researcher conducted a research entitled “Translation of the Word ‘Do’ in the Novel *Anne of Avonlea* (2009) from English into Indonesian.” The word ‘do’ is one of the

very important elements in English, it has multiple forms and functions. The variety of forms and functions of 'do' shows that it can be used and translated into various meanings. Descriptive analysis is the type of qualitative research in this research. This kind of research describes how the word 'do' is translated into Indonesian and gives a thorough analysis on the process of translation. The analysis is based on translation strategies proposed by Chesterman (2016) and principles of translation by Duff (1990). The sources of the data of this research are the novel *Anne of Avonlea* by Montgomery, L. M published by Penguin Books and its translation translated by Lubis, M. M into Indonesian published by PT. Mizan Pustaka. The novel has been adapted into several movies and TV series, it also has been translated into 35 languages and has been sold for over 50 million copies all over the world. Hence, the researcher is interested to find out the translation of the word 'do' from English into Indonesian in the novel *Anne of Avonlea*.

Literature Review

Auxiliary Verb

Auxiliary verbs are verbs that add functional or grammatical meaning to the clause in which they appear, such as expressing tense, aspect, modality, mood, stress, and etc. Auxiliary verbs appear before the main verb and qualify its meaning. According to Gelderen (2010), "... as it name implies, the auxiliary verb functions to help another verb, but does not itself contribute greatly to the meaning of the sentence" (p. 21). Auxiliary verbs are classified into two types: primary auxiliary verbs and modal auxiliary verbs. The primary auxiliary verbs differ from the modal auxiliary verbs. Modal auxiliary verbs can not be used as lexical verbs, it is only acting as helping verbs and are used to modify the meaning of the main verb. Eg: can, could, may, might, shall, should, will, would, and must. Meanwhile there are be, have, and do as the primary auxiliary verbs that function both as auxiliaries and lexical verbs (Alagbe, 2009, p. 58). These primary auxiliary verbs can also act as main verbs. The verb do can be used as an auxiliary verb. Gelderen (2010) stated that, "When no auxiliaries are present, we need do in certain cases" (p. 107). The case is when the lexical verbs such as know and think, can not be used in questions and negative sentence, a do is used. For example, it is not, "know you the answer?" but "do you know the answer?"

The Form of Do

As do can also act as the main verb, there are several forms of do. The base and the simple present form of do is 'do'. 'Did' is the past simple form. 'Done' is the past participle form. 'Doing' is the present participle form. Lastly, 'does' is the third-person singular form.

The Function of Do

Besides the various form of do, there are also a variety function of do. According to *Oxford Advanced Learner's Dictionary* (2015, p. 439), as an auxiliary verb, there are five functions of 'do'. 1) Used before a full verb to form negative sentences and questions. Eg: I don't like vegetable 2) Used to make question tags. Eg: You like her, don't you? 3) Used to avoid repeating a full verb. Eg: She sings better than he does 4) Used when no other auxiliary verb is present, to emphasize. Howes (2007) stated that, "In uses of negation (and inversion and emphasis), the auxiliary *do* is usually considered to be semantically empty." Eg: I do love you 5) Used to change the order of the subject and verb when an adverb is moved to the front. Eg: Not only does she good at cooking, she's also good with computers. As a main verb, do can be functioned as 1) To act or behave in the way mentioned 2) Used to ask or talk about the success or progress 3) Used in questions about work 4) To find an answer or to solve 5) To copy somebody's behaviour 5) To finish something 6) To travel a particular distance 7) To visit a place as a tourist 8) To spend a period of time 8) To deal with or to attend 9) To cook 10) To cheat 11) To punish 12) To steal from a place 13) To take an illegal drug. 'Do' can also function as a substitute verb. *Cambridge Online Dictionary* (2023) stated that, "We often use do instead of repeating all the words in a clause. 'Do' substitutes for the words we don't repeat." For example: A: I went to the mall yesterday B: I did too. There are also addition to 'do' as

substitute verb. *Cambridge Online Dictionary* (2023) further explain that, “We sometimes add so, it, or that after the substitute do. Do so, do it, and do that are sometimes used differently, but they are often interchangeable: He said he was going to move to New Zealand and, to everyone’s surprise, he did so/did it/did that.”

Chesterman’s Translation Strategies

There are 30 strategies of translation proposed by Chesterman (2016), and it is divided into three section namely syntactic strategies, semantic strategies, and pragmatic strategies. In the **syntactic strategies**, there are literal translation, loan & calque, transposition, unit shift, phrase structure change, clause structure change, sentence structure change, cohesion change, level shift, and scheme change. Under the **semantic strategies**, there are synonymy, antonymy, hyponymy, converses, abstraction change, distribution change, emphasis change, paraphrase, trope change, and other semantic change. Lastly, in the **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.

Duff’s Principles of Translation

Duff (1990) proposed 6 principles of translation that are said to be the “... general principles which are relevant to all translation” (p. 10). There are meaning, form, register, source language influence, style & clarity, and idiom.

Research Method

A mixed of qualitative and quantitative method is applied in this study. According to Creswell (2018): “It involves the collection of both qualitative (open-ended) and quantitative (close-ended) data in response to research questions or hypotheses” (p. 340). Qualitative research is more comprehensive and frequently entails a rich gathering of data from many sources to obtain knowledge of individual participants' ideas, perspectives, and attitudes (Nassaji, 2015). Saldana (2011) further added that qualitative research refers to the study or analysis of human nature and social life. While quantitative, according to Creswell (2018), “... relate to identifying a sample and population, specifying the type of design, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey or experimental study” (p. 38). The approach used in this study is descriptive analysis, which according to Creswell (2018), “Descriptive analysis of data for variables in a study includes describing the results through means, standard deviations, and range of scores.” (p. 374)

The researcher purposefully collected 150 data of the word ‘do’ in the novel *Anne of Avonlea*. Out of the 150 data, 75 data were chosen randomly and it will be analyzed, which then called as sample. Purposeful sampling according to Creswell (2018), “Identify the purposefully selected sites or individuals for the proposed study” (p. 301). While Creswell (2018) also explained that, “random sampling is a procedure in quantitative research for selecting participants. It means that each individual has an equal probability of being selected from the population, ensuring the sample will be representative of the population” (p. 380). In other words, the sampling technique used in this research is purposefully random sampling technique. Then, the samplings are analyzed with strategies of translation proposed by Chesterman (2016) and principles of translation by Duff (1990).

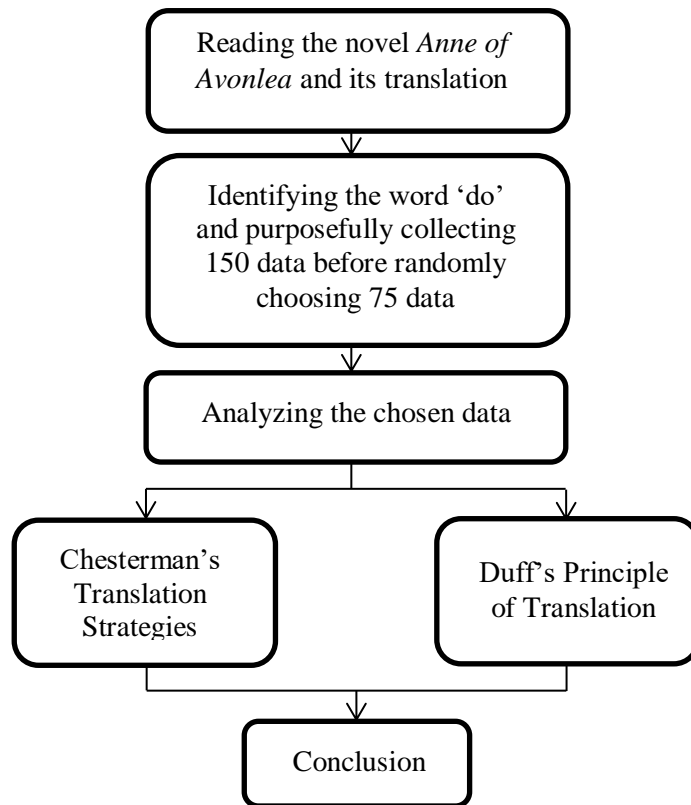


Figure 1 Procedure of the Research

Results and Discussion

Chesterman's Translation Strategies

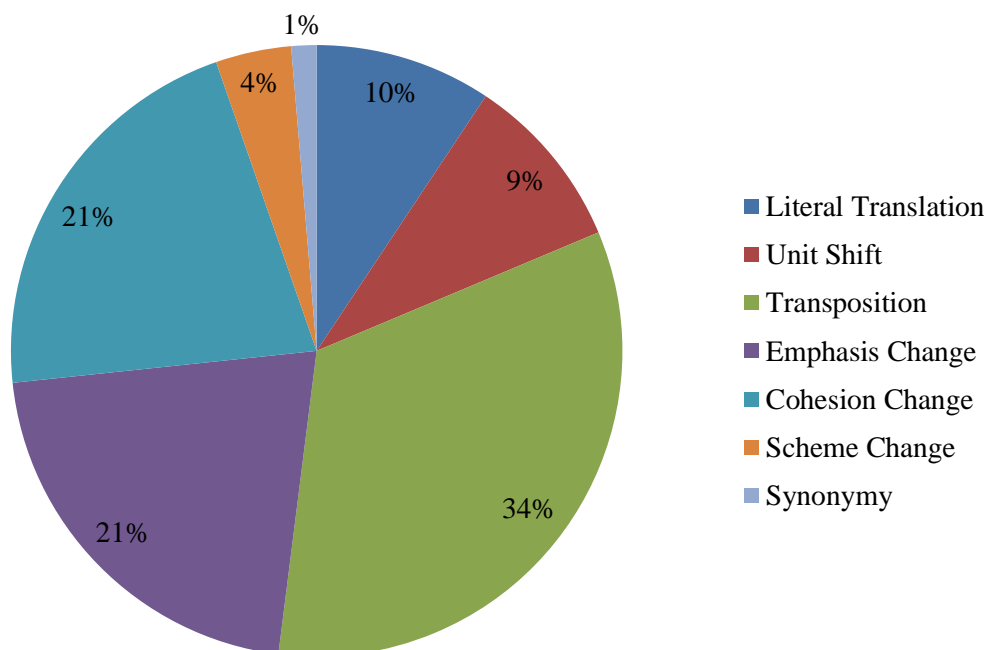


Figure 2 7 Translation Strategies by Chesterman Found Distribution

Literal Translation

Chesterman (2016) stated this strategy as: “rather loosely, ‘maximally close to the SL form, but nevertheless grammatical.’” (p. 91)

p/chap/par	Source Text	Target Text
25/6/5	But even if he hadn’t given a cent I’d always feel that we had done a truly Christian act in helping him.	Meskipun dia tidak memberi kami sesen pun, aku selalu merasa bahwa kami telah melakukan kebaikan dengan menolong lelaki malang itu.

Comment:

Done is the past participle form of **do**. The word ... done ... in the target text is identified as lexical verb, and it has the same meaning as **do** in dictionary. According to *Kamus Inggris Indonesia* (2010), **do** means “... 3 melakukan, mengerjakan. ...” (Echols & Shadily, p. 240). Thus, the word ... done ... is translated literally into ... melakukan This translation strategy is called literal translation.

Unit Shift

According to Chesterman (2016):

This is a term from Catford (1965). 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. (p. 93)

p/chap/par	Source Text	Target Text
22/6/6	I’m sorry on your account; but you needn’t say a word at the cranky places. I’ll do all the talking ... Mrs. Lynde would say I was well able to.	Maaf aku melibatkanmu, tapi kau tidak perlu mengatakan sepatah kata pun pada orang-orang yang bertemperamen sulit itu. Aku yang akan berbicara ... Mrs. Lynde pasti mengatakan aku akan mampu.

Comment:

Do in the text is linked with **all the talking** that turns it as a phrase. This means that the **do** in the phrase is delexical verb as stated in *Collins Cobuild Grammar* (1990): “Delexical verb is a verb which has very little meaning in itself and is used with an object that carries the main meaning of the structure” (p. xix) (cited in Guňková in Thomas, 2011). In this case, **do** has very little meaning of their own since the meaning is found in the noun **talking**, not in the verb. This occurred to indicate that someone performs an action. According to *Macmillan Online Dictionary* (2009), **do all the talking** means “if someone does the talking, they deal with a difficult situation by taking or explaining things.” In the text, the utterer was Anne, she was going to talk to Mrs. Lynde about starting Village Improvement Societies that Mrs. Lynde once against it. In the source text, a phrase ... do all the talking ... is translated into a word ... berbicara This shows that there is a shift of unit namely from phrase to word. This translation strategy is called unit shift.

Transposition

Chesterman (2016) stated that:

I use this term (from Vinay and Darbelnet) 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. (p. 93)

p/chap/par	Source Text	Target Text
17/4/12	Anne sipped it patiently, although she could not imagine what good ginger would do .	Anne menyesapnya sabar, meskipun dia tidak bisa membayangkan apa manfaat teh jahe itu untuk kegugupannya.

Comment:

The word ... do is translated into ... manfaat ... in the target text. In the source text, ... do is identified as a verb. It is then translated into ... manfaat ... that is identified as noun in the target text. This shows that there is a shift of word class namely from verb into noun. Thus, this translation strategy is called transposition.

Emphasis Change

According to Chesterman (2016): “This strategy adds to, reduces or alters the emphasis or thematic focus, for one reason or another.” (p. 101)

p/chap/par	Source Text	Target Text
9/2/5	I suppose it’s just as well she’s gone, though you do do things in a dreadful headlong fashion, Anne.	Kupikir memang seharusnya sapi itu dijual meskipun kau melakukannya dengan terburu-buru, Anne.

Comment:

In this text, ... **do** ... is functioned as auxiliary verb. One of the function of auxiliary verb according to *Oxford Advanced Learner’s Dictionary* (2015) is “... 4 ... to emphasize” (p. 439) or in other word to give a stress to a sentence. In the source text, the emphasis **do** is not translated in the target text. This means that there is a reduction of emphasis in the target text. Thus, the translation strategy is emphasis reduced in emphasis change.

Cohesion Change

According to Chesterman (2016): “A cohesion change is something that affects intra-textual reference, ellipsis, substitution, pronominalization and repetition, or the use of connectors of various kinds.” (p. 95)

p/chap/par	Source Text	Target Text
17/4/7	‘Then,’ said Davy decidedly, ‘Marilla is bad, for she tells them. And she’s worse’n me, for I didn’t know it was wrong but she does .’	“Kalau begitu,” Davy menyimpulkan, “Marilla juga salah, karena dia berbohong. Dia lebih buruk karena aku nggak tahu, sedangkan dia tahu .”

Comment:

Does is the third-person singular form of **do**. The word ... does in the source text is translated into ... tahu in the target text. **Does** in the text is functioned as an auxiliary verb as according to *Oxford Advanced Learner’s Dictionary* (2015), one of the function of auxiliary verb is to “... 3 Used to avoid repeating a full verb” (p. 439). The full verb in question is **know**. The full verb is then substituted into **does**. According to Halliday & Hasan (1976), “Substitution, on the other hand, is a relation within text. A substitute is a sort of counter which is used in place of the repetition of a particular item” (p. 89). Thus, the substitution ... does ... in the source text is translated into ... tahu ... in the target text shows a shift of cohesiveness. This translation strategy is called substitution in cohesion change.

Scheme Change

According to Chesterman (2016): “This refers to the kinds of changes that translators incorporate in the translation of rhetorical schemes such as parallelism, repetition, alliteration, metrical rhythm etc.” (p. 97)

p/chap/par	Source Text	Target Text
17/4/7	“It won’t do ,” said Mr. Harrison, “won’t do at all, Anne.”	“Itu tidak akan berhasil ,” sahut Mr. Harrison, “sama sekali tidak akan berhasil , Anne.”

Comment:

The word ... do ... in the source text is repeated and it is translated into the target text ... berhasil ... that is also repeated twice. According to Duff (1990), “... But if the text is sloppily written, or full of tedious repetitions, the translator may, for the reader’s sake, correct the defects” (p. 11). However, in the text, Mr. Harrison as the utterer talked to Anne who strongly disagrees that children can only be disciplined by being hard to them. Anne told Mr. Harrison that she will be

only teaching students with love and affection, while Mr. Harrison thought it will not work because his teacher used to whipped him every day. Therefore, a repetition is needed here to emphasize the impossibility of Anne’s action. Thus, the translation strategy is repetition in scheme change.

Synonymy

According to Chesterman (2016): “This strategy selects not the “obvious” equivalent but a synonym or near-synonym for it, e.g. to avoid repetition.” (p. 99)

p/chap/par	Source Text	Target Text
15/4/11	‘ Don’t you think there are some children who really need a whipping now and then?’ ‘ Don’t you think it’s a cruel, barbarous thing to whip a child... any child?’ exclaimed Anne, her face flushing with earnestness.	‘ Bukankah menurutmu ada beberapa anak yang sesekali benar-benar membutuhkan pukulan?’ ‘ Tidakkah kau pikir bahwa memukul seorang anak... anak mana pun, adalah tindakan kejam dan tidak beradab?’ seru Anne, wajahnya merona penuh semangat.

Comment:

Don’t, stands for **do not**, is the negation form of **do**. In the source text, there are two **don’t** and it is translated into *bukankah ...* and *... tidakkah ...* in the target text. There is a repetition of **don’t** in the source text. To avoid repetition, the translator used two-near synonyms of **don’t** namely **bukankah**, ... **tidakkah** ... in the target text. This translation strategy is called synonymy.

Duff’s Principle of Translation

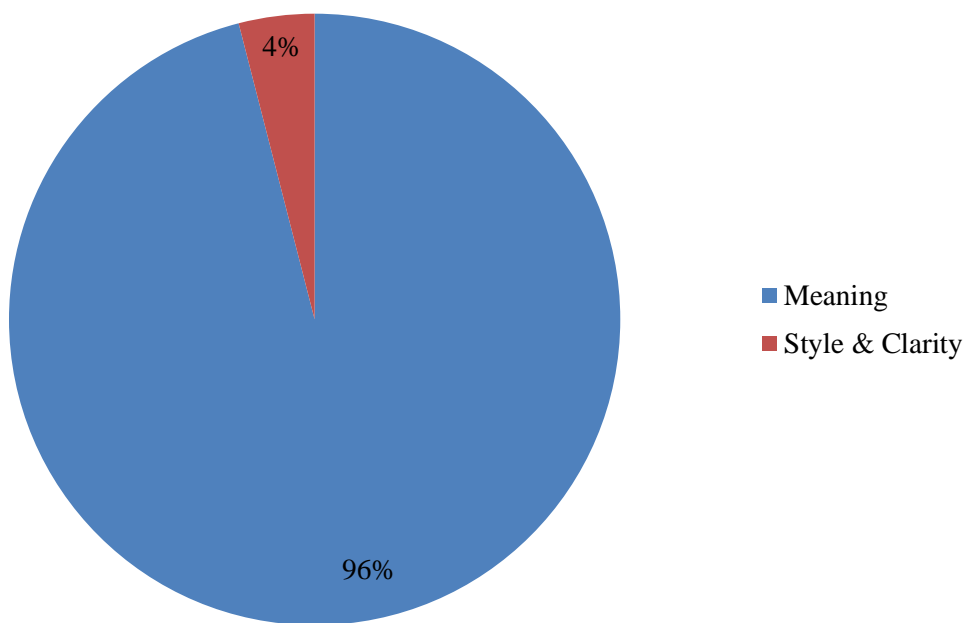


Figure 3 2 Principles of Translation by Duff Found Distribution

Meaning

According to Duff (1990): “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’.” (p. 10)

p/chap/par	Source Text	Target Text
8/2/15	Done. I’ll give you twenty for her as I offered before, and Jim here can drive her right over to Carmody.	Sepakat. Aku akan memberi dua puluh dolar seperti yang kutawarkan sebelumnya, dan Jim langsung bisa membawanya ke Carmody.

Comment:

Done is the past participle form of **do**. The word **done** in the source text is translated into **sepakat** in the target text. In the source text, **done** is considered as a verb. It is translated into **sepakat** that is identified as adjective in the target text. This shows that there is a shift of word class namely from verb into adjective. This principle of translation is called transposed in meaning.

Style & Clarity

According to Duff (1990): “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.” (p. 10)

p/chap/par	Source Text	Target Text
27/6/9	“So I do ... so I do ... but my approval doesn’t go as deep as my pocket, Anne.”	“ Memang ... memang ... tapi dukunganku tidak sedalam kantungku, Anne.”

Comment:

The word **do** in the source text is repeated twice in the source text. It is translated into **memang** in the target text that is also repeated twice. According to Duff (1990), “... But if the text is sloppily written, or full of tedious repetitions, the translator may, for the reader’s sake, correct the defects” (p. 11). However, in the text, Mr. Harrison as the utterer talked to Anne who asked him for money to contribute in painting the hall. But, Mr. Harrison rejected it as he doesn’t have much money even though he supports the initiative. Therefore, a repetition is needed here to emphasize the impossibility of Anne’s request. This principle of translation is called style & clarity.

Conclusion

In conducting this research, the researcher focused on the translation of the word ‘do’ in the novel *Anne of Avonlea*. The researcher only analyzed 75 data out of 150 data collected from *Anne of Avonlea* by Montgomery, L. M and its translation translated by Lubis, M. M into Indonesian. Based on the analysis, the researcher found 7 data of literal translation (10%), 7 data of unit shift (9%), 25 data of transposition (34%), 16 data of emphasis reduced in emphasis change (21%), 16 data of substitution in cohesion change (21%), 3 data of repetition in scheme change (4%) and 1 data of synonymy (1%). Also, the researcher found 2 principles of translation used namely meaning (96%) and style & clarity (4%). Thus, it can be concluded that transposition is the most used translation strategy and meaning is the most used principle of translation used by the translator in order to translate the word do into Indonesian. Aside from the translation strategies and the principles of translation found, the researcher also found out that the other forms of do, such as did, done, does and its negation form, does not significantly affected the translation as their definition in the dictionary are practically the same, unless their function are identified differently as lexical verb, delexical verb, or auxiliary verb.

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