

## **TRANSLATION TECHNIQUES OF LITTLE PRINCE'S INTERROGATIVE UTTERANCES IN *THE LITTLE PRINCE* NOVEL INTO INDONESIAN *PANGERAN CILIK***

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### **ABSTRACT**

This research analyzed translation techniques used in the translation of interrogative utterances by Little Prince's character in the English novel *The Little Prince* into Indonesian *Pangeran Cilik* by Antoine De Saint-Exupery. The researcher used the theory of translation techniques by Molina and Albir (2002). This research was categorized as qualitative research. The result of the research showed there were 12 techniques used in the data. They were, namely, adaptation, borrowing, compensation, description, discursive creative, established equivalent, linguistic amplification, linguistic compression, modulation, reduction, and transposition. The total data were 97 interrogative utterances by Little Prince's character. The total data of each techniques were as follows: (1) adaptation occurred 3 times, (2) amplification occurred 3 times, (3) borrowing occurred 1 time, (4) compensation occurred 3 times, (5) Description occurred 2 times, (6) discursive creation occurred 4 times, (7) established equivalent occurred 6 times, (8) literal translation occurred 38 times, (9) modulation occurred 6 times, (10) reduction occurred 23 times, (11) transposition occurred 8 times. The researcher found the dominant technique used by the translator was literal translation with total of 38 findings.

**Key words:** Translation, Translation Technique, Interrogative Utterances, *The Little Prince*, *Pangeran Cilik*

### **ABSTRAK**

*Penelitian ini menganalisis teknik penerjemahan yang digunakan dalam penerjemahan ujaran interogatif tokoh Pangeran Kecil dalam novel Bahasa Inggris *The Little Prince* ke Bahasa Indonesia *Pangeran Cilik* karya Antoine De Saint-Exupery. Peneliti menggunakan teori teknik penerjemahan oleh Molina dan Albir (2002). Penelitian ini termasuk penelitian kualitatif. Hasil penelitian menunjukkan ada 12 teknik yang digunakan dalam data. yaitu, adaptasi, peminjaman, kompensasi, deskripsi, kreasi diskursif, bentuk padanan, amplifikasi linguistik, kompresi linguistik, modulasi, reduksi, dan transposisi. Total data adalah 97 ujaran interogatif dari karakter Pangeran Kecil. Total data dari masing-masing teknik adalah sebagai berikut:*

(1) adaptasi ditemukan 3 kali, (2) amplifikasi (3) peminjaman ditemukan 1 kali, (3) kompensasi ditemukan 3 kali, (4) deskripsi ditemukan 2 kali, (5) kreasi diskursif ditemukan 4 kali, (6) bentuk padanan ditemukan 6 kali, (9) terjemahan literal ditemukan 38 kali, (10) modulasi muncul 6 kali, (11) reduksi muncul 23 kali, (12) transposisi ditemukan 8 kali. Peneliti menemukan teknik yang dominan digunakan oleh penerjemah adalah terjemahan literal dengan total 38 temuan.

**Kata kunci:** Penerjemahan, Teknik Penerjemahan, Ujaran Interogatif, *The Little Prince*, *Pangeran Cilik*

### A. INTRODUCTION

Translation is one branch of applied linguistics as part of the activities in communication among people with different languages. Translation is used by the people to convey the message from one language or source language (SL) into another different language or target language (TL). Catford (1969) verbalizes that translation is replacement of textual material in one language (SL) by equivalent textual material in another language. Thus, translation can be understood as an exchange of information from one language to another to make people understand the meaning.

Translation is used in many aspects of human life. One of them is in literature. According to Bazzurro (2015), literary translation consists of the translation of poetry, theatre plays, literary books, literary texts, songs, rhymes, literary articles, fiction/detective novels, non-fiction stories, short stories, poems, etc. In addition, Wilson (2011) explains that both literary texts and ordinary utterances must be treated as pieces of evidence about the communicator's intentions; on how to figure out or interpret in a whole context.

There are many foreign literary works have been translated into Indonesian. One of these is *the Little Prince* with the original title of *Le Petit Prince* by Antoine De Saint-Exupery. The story is about the narrator, an airplane pilot who meets a little blond boy, little prince who leaves his planet because of a rose and wants to return home to his tiny planet and his beloved flower. He needs to get bitten by a poisonous desert snake in order to make him reach his planet. This method sounds dubious to the narrator, but the prince is all about it. The snake bites the prince, who then collapses and disappears.

Considering the *Little Prince* is a children's book that suitable for adults, there are some differences in translating children's literature with adult literature; on assumptions that children lack of experience, vocabulary and cultural terms, and have limited capacity to understand the unfamiliar situations. In accordance with Thomson-Wohlgemuth (1998, p.7) "a text suitable for children means, therefore, anything that children can understand, that interests them and that meets their needs"

The purpose of this research was to find out the translation techniques used by the translator in translating the interrogative utterances of the *Little Prince's* character.

### B. REVIEW OF RELATED LITERATURE

## **1. Definition of Utterances**

Carter and McCarthy (2006) state that the term of utterance refers to accomplish communicative units, which may consist of single words, phrases, clauses and clause combinations spoken in context, thus, it doesn't necessarily convey a complete meaning. In this case, the utterances which occur in the novel have their own purposes as one of the tools to express the characters' thoughts and as one of the ways for the writer to make the story more fascinating.

## **2. Interrogative Utterances**

Frank (1972) states that interrogative sentence is aimed to ask question and the sentence ends with a question mark. People use interrogative utterance in communication for ask questions or request for information.

In literary work, interrogative utterances have the same purposes as in real life. One character asks the other character to get response and gain information about everything, which can be a long explanation or just a short confirmation. Those kinds of utterances have role in the development of the story.

## **3. Definition of Translation**

According to Brislin (1976), translation is a general term referring to the transfer of thoughts, message, and ideas from one language to another, whether the language is in written or oral form, whether the languages have established orthographies or not; or whether one or both languages are based on signs, as with signs of the deaf. Translation is about conveying messages from what has been written or spoken in the SL to TL without replacing the real meaning. Undoubtedly, it is relating to the equivalence and accomplishing the result as natural as possible.

## **4. Translation Technique**

Newmark (1988) explains that translation procedures (translation techniques) are used for sentences and the smaller units of language. Molina and Albir (2002) define translation techniques as procedures to analyze and classify how translation equivalence works.

Molina and Albir (2002) classify the translation into 18 techniques. They are:

### **a. Adaptation**

This technique concerns about the culture between the SL and TL. It is the replacement of the cultural element of SL into the culture of TL. For example: change 'Dear sir' into *kepada yang terhormat* in a translation into Indonesian.

### **b. Amplification**

This technique is used to introduce details that are not found in the SL: information and paraphrasing. For instance: when translating from Arabic to add 'the Muslim month of fasting' to the noun *Ramadan*. Therefore, *Ramadan* is translated into *Ramadan*, the Muslim month of fasting.

### **c. Borrowing**

As the easiest translation technique, it is a type of translation which takes a word or expression straight from another language. It can be pure (without any change), e.g., to use the English word *diameter* and *stereo* in Indonesian, or it can be naturalized (to fit the spelling rules in the TL, e.g., *gol* and *tes*).

**d. Calque**

It is the literal translation of a foreign word or phrase; it can be lexical or structural, e.g., the English translation ‘Police Academy’ for the Indonesian *Akademi Polisi*.

**e. Compensation**

“An item of information or a stylistic effect from the SL that cannot be reproduced in the same place in the TL is introduced elsewhere in the TL” (Molina and Albir: 2002). This will be used when a part of sentence loss of meaning, metaphor, etc. then compensated in the other part.

**f. Description**

It is to replace a term or expression with a description of its form or/and function, e.g., to translate English ‘red shoes’ into Indonesian *sepatu yang berwarna merah*.

**g. Discursive Creation**

It is a kind of translation which establishes a temporary equivalence that is totally unpredictable out of context.

**h. Established Equivalent**

It is the using of a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL.

**i. Generalization**

It is the using of a more general or neutral term, e.g., to translate English ‘vehicle’ into Indonesian *bentor*. It happens because there is no expression that has the same meaning in Indonesian, so the translator translated it into more general term.

**j. Linguistics Amplification**

It is the addition of linguistic elements. This is often used in consecutive interpreting and dubbing, e.g., to translate the English expression ‘everything is up to you!’ into Indonesian as *semuanya terserah anda sendiri!*

**k. Linguistics Compression**

It means to synthesize linguistic elements in the TL. This is often used in simultaneous interpreting and in sub-titling, e.g., to translate the English question ‘are you hungry?’ into *lapar?* in Indonesian.

**l. Literal Translation**

It means to translate a word or an expression word for word, e.g., electronic mail as *surat elektronik*, or, upload as *unggah*.

**m. Modulation**

It is to change the point of view, focus or cognitive category in relation to the SL; it can be lexical or structural, e.g., to translate English 'you are going to have a child' into *kamu akan menjadi seorang ayah*.

**n. Particularization**

It is the using of a more precise or concrete term, e.g., to translate the word jewelry in English into Indonesian *gelang emas*.

**o. Reduction**

It is to suppress a SL information item in the TL, e.g., 'the proposal was rejected and repudiated' into *lamarannya ditolak* when translating into Indonesian.

**p. Substitution (Linguistics, Paralinguistics)**

It is the change of linguistic elements for paralinguistic elements (intonation, gestures) or vice versa, e.g., gesture of nodding your head as an agreement. It is used above all in interpreting.

**q. Transposition**

It is the change of a grammatical category, e.g., 'I have no money right now' translated into Indonesian as *saya tidak memiliki uang saat ini*.

**r. Variation**

It is the change of linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc., e.g., to introduce or change dialectal indicators for characters when translating for the theater, changes in tone when adapting novels for children, etc.

## **C. RESEARCH METHOD**

### **1. Research Design**

This research used qualitative method since it had a purpose to describe and analyze the translation techniques used in the novel the Little Prince. Bogdan and Bikens (cited in Fraenkel and Wallen, 2009, p. 423) pointed out that "the kinds of data collected in qualitative research include interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people" The data of qualitative research were collected in the form of words or pictures rather than numbers.

This research could also be categorized as translation studies research where the researcher used the comparative model to find out the translation techniques used by the translator, as Williams and Chesterman (Cited in Joz, 2019, p.5) explained their "exploration of translation studies research on three types of models including comparative, process, and causal". Whereas, comparative model was focused on discovering the SL and its given TL translational rules, process model was

represented changes over a time interval and through decision making in translator's mind, and causal model had a boarder aspects of analysis; "to explain the translations status quo regarding cognitive, event-based, and socio-cultural factors" (Joz, 2019, p.5).

## **2. Data and Data Source**

Data of this research were all the interrogative utterances from the character of Little Prince. The data would be taken from The Little Prince novel by Antoine De Saint-Exupery in English version which was firstly translated by Richard Howards in 2000. The researcher used the 2013's published English version of *the Little Prince* novel and *Pangeran Cilik* in Indonesian version that was translated by Henri Chambert Loir. It was first published into Indonesian in 2011 by PT. Gramedia Pustaka Utama.

## **3. Research Instrument**

Since this research was the qualitative research, the research instrument was the researcher herself. As stated in their book, Fraenkel and Wallen (2009, p.142) said that "the research instruments can be classified in many ways. Some of the more common are in terms of who provides the data, the method of data collection, who collects the data, and what kind of response they require from the subjects".

## **4. Data Collection**

According to Marshall and Rossman (2006), qualitative researchers typically use four major methods for gathering information or collecting the data. One of them is analyzing documents. The researcher used the method of analyzing documents to do this research which consisted of examining existing data in the form of databases, books, reports, journals, etc. The researcher used four steps to collect the data in this research. First, the researcher read both version of novel (in English and Indonesian). Second, the researcher took the Little Prince's utterances as the primary data. Third, the researcher collected the theories about translation techniques, previous study, and some journals as secondary data. Lastly, the researcher gathered all the data and analyzed them.

## **5. Data Analysis**

In conducting the research, the researchers used qualitative data analysis approach in gathering and analyzing the data. Miles and Huberman (1994) labelled their approach of data analysis as 'transcendental realism' which consisted of three main components; data reduction, data display, and drawing and verifying conclusion. After collected the data, the researcher identified and organized the utterances from the novel, then checked the data in both versions of the novel. Secondly, the researcher checked the data in the dictionary and categorized them by using the translation techniques theory by Molina and Albir. The data displayed in form of table, then the researcher described the data and made conclusion.

## **D. FINDING AND DISCUSSION**

## **1. Adaptation**

Molina and Albir (2002) defined adaptation as a technique to replace a SL cultural element with one from the TL cultural element. The total data found for this translation technique were three data.

### **Data 19**

SL: “Over what you reign?” (Saint-Exupery, 2013, p.30)

TL: “*Apa yang tuanku perintahkan?*” (Saint-Exupery, 2011, p.45)

In the utterances above, Little Prince was talking to the King who had higher status than Little Prince. From the data above, the words ‘you’ were being translated into *tuanku* in Indonesian, meanwhile the word ‘you’ in English, when it literally translated into Indonesian, it became *kamu* or *anda*. In Indonesian culture, it was not appropriate or considered as rude if the younger used the word *kamu* to the elder or people with higher status. So, the word ‘you’ here translated into *tuanku* based on the culture and customs of how Indonesians addressed the elders.

## **2. Amplification**

Molina and Albir (2002) explained this technique was used to introduce details that were not found in the SL: information and paraphrasing. The total data found for this translation technique were three data.

### **Data 23**

SL: “Then my sunset?” (Saint-Exupery, 2013, p.31).

TL: “*Jadi, bagaimana matahari terbenamku itu?*” (Saint-Exupery, 2011, p.46).

In data 23, the translator added the details in the TL *jadi, bagaimana, and itu* and made the utterance in TL longer than the SL. The translator gave more information to the reader by added those words into TL.

## **3. Borrowing**

Molina and Albir (2002) classified this technique as the easiest translation technique; it was a type of translation which took a word or expression straight from another language. It could be pure (without any change) or it could be naturalized. The total data found for this technique was one data.

### **Data 8**

SL: “And therefore they eat baobabs, too?” (Saint-Exupery, 2013, p.13).

TL: “*Jika demikian, mereka juga makan pohon baobab?*” (Saint-Exupery, 2011, p.25).

In the data above, the word ‘baobab’ is the name of tree which originally comes from certain area of Africa and Madagascar. This word was a pure borrowing word from SL ‘baobabs’ into TL *baobab*. In SL, the term ‘baobab’ did not have any resemblance or similar equivalent in TL, so this data could be categorized as pure borrowing translation technique.

## **4. Compensation**

Molina and Albir (2002) stated “An item of information or a stylistic effect from the SL that cannot be reproduced in the same place in the TL is introduced elsewhere in the TL”. This will be used when a part of sentence loss of meaning, metaphor, etc. then compensated in the other part. The total data found for this technique were four data.

### Data 14

SL: “And it's not serious, trying to understand why flowers go to such trouble to produce thorns that are good for nothing?” (Saint-Exupery, 2013, p.21).

TL: “*Dan bukan hal serius berusaha mengerti mengapa bunga-bunga bersusah payah membuat duri yang sama sekali tidak berguna?*” (Saint-Exupery, 2011, p.34).

The words ‘go to such trouble’ in SL could not be translated literally into TL; it could cause the loss of meaning in the TL. The translator compensated those words with *bersusah payah* in TL to avoid the misinterpretation of the readers in TL.

## 5. Description

Molina and Albir (2002) said that it is to replace a term or expression with a description of its form or/and function. The total data found for this technique were two data

### Data 16

SL: “It's no more serious and more important than the numbers that fat red gentleman is adding up?” (Saint-Exupery, 2013, p.21).

TL: “*Tidak lebih penting dan serius daripada penjumlahan seorang bapak gemuk yang merah padam?*” (Saint-Exupery, 2011, p.34).

In data 16, the words ‘fat red gentleman’ in SL were translated into *seorang bapak gemuk yang merah padam*. In English, there were some rules where gentleman was used to denote a single male, whereas the word gentlemen used for denoting more than one male (this happened in the words man and men). Hereinafter, the translator described ‘fat red gentleman’ as *seorang bapak gemuk yang merah padam*, meanwhile the word ‘red’ in SL stood for *merah padam* in TL to describe the emotion of character from the story where the gentleman got very agitated with the questions from Little Prince.

## 6. Discursive Creation

Molina and Albir (2002) described this technique as a kind of translation which establishes a temporary equivalence that was totally unpredictable out of context. The total data found for this technique were three data.

### Data 51

SL: “What orders are those?” (Saint-Exupery, 2013, p.40).

TL: “*Apa itu aturan?*” (Saint-Exupery, 2011, p.61).

In data 51, utterance from SL ‘what orders are those?’ was not translated according to its original meaning. It was the creation from the translator that the



translated utterance above was not related with the TL. Undoubtedly, the translation of the data above could be classified as discursive creation translation technique.

## 7. Established Equivalent

Molina and Albir (2002) presented this technique for the usage of a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL. The total data found for this technique were six data.

### Data 65

SL: "What does ephemeral mean?" (Saint-Exupery, 2013, p.46).

TL: "*Apa maksudnya temporer?*" (Saint-Exupery, 2011, p.67).

In the data 65, the SL term of ephemeral meant something that exists for a short-time or short-lived thing. This word had similar meaning with the term of *temporer* in Indonesian which described as *sesuatu yang bersifat sementara*.

## 8. Literal Translation

Molina and Albir (2002) conducted this technique to translate a word or an expression word for word. The total data found for this technique were 37 data.

### Data 3

SL: "You fell out of the sky?" (Saint-Exupery, 2013, p.7).

TL: "*Kamu jatuh dari langit?*" (Saint-Exupery, 2011, p.16).

The translation of SL 'you fell out of the sky?' became *kamu jatuh dari langit?* in TL on data 3. It showed that the translation technique used by translator was literal translation. As it was aimed to translate word for word, this translation had literal meaning both in SL and TL.

## 9. Modulation

Molina and Albir (2002) used this technique to change the point of view, focus or cognitive category in relation to the SL; it could be lexical or structural. The total data found for this technique were six data.

### Data 6

SL: "Where could he go?" (Saint-Exupery, 2013, p.8).

TL: "*Pergi ke mana menurutmu?*" (Saint-Exupery, 2011, p.24).

In data 6, the translator changed the focus in 'where could he go?' In SL into TL *pergi ke mana menurutmu?*, where the word 'he' in this utterance referred to the Little Prince's sheep, then the translator provided the semantically different equivalent of meaning in SL 'where could he go?' Into *pergi ke mana menurutmu?* in TL.

## 10. Reduction

Molina and Albir (2002) aimed this technique to suppress a SL information item in the TL. The total data found for this technique were 23 data.

### Data 4

SL: "What planet are *you* from?" (Saint-Exupery, 2013, p.7).

TL: “Dari planet yang mana?” (Saint-Exupery, 2011, p.17).

In data 4, the translator omitted the word ‘you’ from the SL ‘what planet are you from?’ into TL *dari planet yang mana?* The reduction on this utterance did not make the distortion on the meaning of the utterance in TL. It still had the same point of information.

## **11. Transposition**

Molina and Albir (2002) explained this technique as the change of a grammatical category. The total data found for this technique were eight data.

### **Data 1**

SL: “Do you think this sheep will need a lot of grass?” (Saint-Exupery, 2013, p.6).

TL: “*Apakah perlu banyak rumput untuk domba ini menurutmu?*” (Saint-Exupery, 2011, p.14).

In data 1, the verb phrase in SL ‘do you think this sheep will need a lot of grass?’ and in TL *apakah perlu banyak rumput untuk domba ini menurutmu?* were in the right position. But, the position of subject in the SL and TL changed. In the SL, the position of subject was after the verb phrase, but in TL, the subject was in the end of the utterance.

Among the 18 translation techniques, the researcher only found 11 techniques used by the translator to translate the data. The researcher found seven translation techniques that did not occur or used by the translator to translate the interrogative utterances of Little Prince’s character. They were calque, generalization, linguistics amplification, linguistics compression, particularization, substitution, and variation. The translator might have the reason why he chose not to use those techniques. The barriers between the languages might cause the meaning of utterances or sentences from SL could not be predicted by the literal definitions in the TL; the cultural differences, language structures, idiomatic expressions, etc.

The translators would have different styles and strategies in their writings. The translators might think achieving the equivalence in idiom, grammar, or syntax might be important, but for the target readers, equivalence in terms of experiences, cultural terms, and easily-understand or reader-friendly translation products were probably the most essential of all; to make the translation products readable to target readers.

## **E. CONCLUSIONS**

There were 11 translation techniques used by the translator to translate the interrogative utterance of the character Little Prince which consisted of 97 data. The most dominant technique used by the translator was literal translation which occurred 38 data, followed by reduction for 23 data, transposition for 8 data, established equivalent had 6 data, modulation had 6 data, discursive creation occurred 4 data, adaptation 3 data, amplification for 3 data compensation for 3 data, description had 2 data, and the last was borrowing that consisted of 1 data.

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