



## The Translation of English It-Cleft Sentences into Indonesian



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### Abstract

The translations of English It-Cleft Sentences into Indonesian is the topic of this study. It is interesting to study because there is cleft construction in Indonesian. Since there is no cleft construction in Indonesian, sometimes the result of the translation can be awkward. The purposes of this study are to find out the translation of English cleft sentences into Indonesian found in The Intelligent Investor book and to analyze the naturalness of the translation in Indonesian. The sentences were collected through note taking technique and then analyzed qualitatively by using the theories of Quirk (1986) regarding cleft sentences, and Newmark (1988) related to the levels of translation. The results show that the sentences were translated into both simple and complex sentences in the Indonesian TL. From the translation results can be seen that not all of the sentences sound natural in the target language because the cleft construction is not found in Indonesian, however, the meaning of the sentence can be transferred into the target language.

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### 1. Introduction

It-Cleft sentences have traditionally been viewed as divided into two parts, whereby the *clefted* constituent expresses a focus and the cleft clause expresses a presupposition. The cleft clause considered about the focus and the presupposition of the sentences. It is possible to give special prominence to one element of a sentence by dividing it into two clauses, both of them have its own verb. The basic pattern of a cleft sentence is it+verb (to be)+subject, object+that relative clause. Cleft sentences are commonly found in writing since they can help the reader in interpretation.

One of the difficult sentence structures to be translated is the clefts. A cleft sentence is made in order to focus on or emphasize one of the parts in a sentence. It is usually in the form of a complex sentence. the cleft sentence

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different from a basic sentence, in which there is no particular emphasis in expressing idea, clefting a clause is a means of repackaging information so that emphasis is expressed, placed elsewhere in the clause. Translating cleft sentences from English into Indonesian is not an easy task to do especially for the students because they are not commonly used in Indonesian. Therefore, the translation of English cleft sentences into Indonesian becomes interesting to be analyzed.

The translation of English cleft sentences into Indonesian is the topic of the study, the data was found in the book entitled *The Intelligent Investor*. English and Indonesian have different sentences construction, because of that reason the translations of the cleft sentences from English into Indonesian become an interesting thing to be analyzed since the Indonesian translation can be varied from simple sentences into the complex sentences. The purpose of this study is to find out the translation of English cleft sentences into Indonesian found in the book and also to analyze the naturalness of the translation in the receptor language.

## 2. Research Methods

The English book of *The Intelligent Investor* and its Indonesian translation were taken as the data source. The English cleft sentences and its translation into Indonesian found in the book entitled *The Intelligent Investor* were randomly chosen to be analyzed in this study. There are five sentences chose as the subject of the analysis. This study was a library research. The qualitative-descriptive method was used in conducting the research. The data were collected through note-taking technique, in other to determine whether the cleft sentences were translated into the simple or complex sentences since cleft construction usually in form of a complex sentence.

### 2.1 Cleft Sentences

Cleft sentences are comprised of four main elements: an introductory it, a form of the copular verb be, a post copular phrasal element and a sentence-final clause. Cleft sentences are the complex sentences that aimed at emphasizing certain information. According to [Quirk \(1986:1385\)](#) the flexibility of the cleft sentence device can be seen in the case with which different parts can be highlighted. For example:

John wore a white suit at the dance last night

Four cleft sentences can be derived from this sentence. In the following we shall assume that the aim in each case is to make the second focus subsidiary, those are subject as focus, direct object as focus, adverb of time as focus, and adverb of position as focus:

- a) Subject as focus: it was John who wore a white suit at the dance last night
- b) Direct object as focus: it was white suit that John wore at the dance last night
- c) Adverb of time as focus: it was last night that John wore a white suit at the dance
- d) Adverb of position as focus: It was at the dance that John wore a white suit last night.

There are also other elements that can act as the initial focus of a cleft sentence, those are indirect object, object complement as focus, and subject complement as focus, as can be seen in the following examples:

- a) Indirect object as focus:  
It's me he gave the book to  
It's to me that he gave the book
- b) Object complement as focus:  
It's dark green that we have painted the kitchen
- c) Subject complement as focus:  
It was a doctor that he eventually became

### 2.2 Approaches to Translation

[Newmark \(in Jensen 2009\)](#) proposed four levels of translation from a source language into the target language. Those are as follow:

- a) The source text level  
At this level, The base level when you translate is the text. This is the level of the literal translation of the source language into the target language. Basically, you transpose the source language grammar (clauses and groups) into their 'ready' target language equivalents and you translate the lexical units into the sense that appears immediately appropriate in the context of the sentence.

## b) The referential level

The referential level where the translator mentally sort out the text is built up of, based on, the clarification of all linguistic difficulties, and where appropriate, supplementary information from the reference or textbook. Translator builds up the referential picture in his mind when he translates the source language into the target language text, and, being a professional, you are responsible for the truth of this picture.

## c) The cohesive level

The cohesive level follows both the structure and the moods of the text: the structure through the connective words (conjunctions, enumerations, reiterations, definite article, general words, referential synonyms, punctuation marks) linking the sentences usually proceeding from known information (theme) to new information (rheme). Thus the structure follows the train of thoughts, it involves that there is a sequence of time, space and logic in the text. The second factor in the cohesive level is the mood, again, this can be shown as a dialectical factor moving between positive and negative, emotive and neutral.

## d) The level of naturalness

This level is target oriented, focusing on the construction of the target text. The important things are the target text makes sense and naturally read like any other text composed in the target language. Natural usage comprises a variety of idioms or styles or registers determined primarily by the setting of the text i.e. where it is typically published or found, secondarily by the author, topic and readership, all of whom are usually dependent of the setting. Natural usage, then, must be distinguished from 'ordinary language'. Translators have to pay special attention to:

- 1) Word order;
- 2) Common structures;
- 3) Cognate words;
- 4) The appropriateness of gerunds, infinitives, verb-nouns;
- 5) Lexis;
- 6) Other 'obvious' areas of interference.

### 3. Results and Analysis

There are five cleft sentences and their Indonesian translation that were chosen randomly from *The Intelligent Investor* for this study. The sentences are as follow

No	SL Sentence	TL Sentence
1	It is a good deal to expect from the reader that he study all these figures with care, pg 69	Kami berharap Anda mempelajari seluruh angka ini dengan baik, pg 93
2	It is evident that a large proportion of individual investors would obtain a higher return after taxes pg 92	Terbuktilah bahwa sebagian besar investor individual bisa memperoleh <i>return</i> lebih tinggi setelah pajak dari obligasi -pg 123
3	It is he who works up the detailed studies of individual securities, pg 263	Dia mengkaji sekuritas satu per satu , pg 352
4	It is this last item that puts us on the track of our exercise in common-stock selection. pg 384	<i>Item</i> terakhir inilah yang membawa kita ke jalur percobaan pemilihan saham-biasa. pg 510
5	It was evident that this enthusiasm had been overdone. Pg 461	Antusiasme ini terbukti berlebihan. Pg 612

Cleft sentences as described previously are complex sentences. Based on the translation found from English cleft sentence into Indonesian sentence, the analysis are as follows:

SL (1) : It is a good deal to expect from the reader that he study all these figures with care, pg 69

TL (1) : Kami berharap Anda mempelajari seluruh angka ini dengan baik, pg 93

The SL (1) is the cleft sentence that has dummy subject *it*. This sentence has subject as the focus. This SL is a complex sentence and translated into a simple sentence in the TL (1). The word *it* is not translated into Indonesian. It is because dummy subject *it* or does not have meaning. This SL (1) sentence is transferring the message into the TL in a different form with SL. From the level of translation naturalness, it can be seen that the

TL sentence is acceptable in the target language according to the sentence structure. However, there are pronouns that being used in the target language were not one to one corresponding to the sentence in the source language.

SL (2): It is evident that a large proportion of individual investors would obtain a higher return after taxes pg 263

TL (2): Terbuktilah bahwa sebagian besar investor individual bisa memperoleh *return* lebih tinggi setelah pajak dari obligasi, pg 123

This SL sentence has the dummy *it* at the beginning of the sentence focusing on the subject complement. The dummy *it* was not translated into the TL sentence. It is in accordance with the concept of the pronoun *it* found in the sentence, which is a dummy and considered meaningless. The form *it is evident* is translated into *terbuktilah* in the TL. Particle *-lah* found in the word *terbuktilah* showed that this word can be considered as the predicate and it is strongly foregrounded. Based on the analysis of the translation above, the translation cannot transfer the meaning of the SL perfectly. In the effort of transferring the message correctly, the translator borrowed the term *return* to the TL sentence.

SL (3): It is he who works up the detailed studies of individual securities, pg 263

TL (3): Dia mengkaji sekuritas satu per satu, pg 352

This SL sentence is in form of simple *it*-cleft sentence. Just same with the other *it*-cleft sentence, this sentence also has dummy subject. This sentence has subject focus. The dummy subject *it* is not translated into the TL sentence. The idea of *detailed studies* is transferred into *satu per satu* in Indonesian. Actually the concept of *detailed studies* almost correspond to the idea in *satu per satu*, however Indonesian has equivalence term for this phrase, that is *penelitian mendetail*. Even though the TL translation is using the term *satu per satu*. The concept given in the translation still can be accepted by the readers.

SL (4): It is this last item that puts us on the track of our exercise in common-stock selection.pg 384

TL (4): *Item* terakhir inilah yang membawa kita ke jalur percobaan pemilihan saham-biasa. pg 510

This SL sentence is in form of *it* cleft sentence which is focused on the subject. It is similar with another previous data that has dummy subject *it* in the beginning of the sentence and the translator does not translate ‘it’ into noun or pronoun in the TL sentence. The translator tend to reproduce the SL sentence into the appropriate form in Indonesian in order to transfer the message, the word *item* is borrowed into the TL for transferring the SL message and it was put in the beginning of the sentence as the subject of the TL. ‘this last item’ is translated into *item terakhir inilah*. The occurrence of particle *-lah* in demonstrative word *ini* gave an emphasized of the *item* itself. That the word is foregrounded. The translation form in the TL sentence can be accepted in the Indonesian.

SL (5): It was evident that this enthusiasm had been overdone. Pg 461

TL (5): Antusiasme ini terbukti berlebihan. Pg 612

The sentence SL (5) is also in form of a cleft sentence. That has dummy subject *it* at the beginning of the sentence, the translator also did not translate the dummy subject into the Indonesian TL. The structure of the cleft sentence in the SL (5) is almost similar to the sentence found in the SL (2) because both of them has the word ‘evident’ after the *to be*. However, they have a different way of translating each message into the target language. In the SL (2), the translator focused on the verb *terbuktilah* by placing it in front of the sentence, and adding particle *-lah* to show the emphasize on the action or the activity itself. However, the translator has different focus in the SL (5), the translator delivered the message in the simpler form comparing with the TL by doing the transformation of the sentence structure in the target language that is put the word *antusiasme* that is equivalence with the word ‘enthusiasm’ to the beginning of the sentence. This way of delivering information is acceptable in the target language.

#### 4. Conclusion

The analysis of the translation English *it*-cleft sentences into Indonesian showed that the sentences were translated into two different types of sentences those are simple and complex Indonesian sentences. The purpose

of making the cleft sentence structure is to focus or emphasize the information. The Indonesian has no corresponded structure like it-cleft construction however the translator tried to transfer the message or the information contained in the it-cleft sentences. Translating it-cleft construction into Indonesian sentences is not an easy task since it-cleft construction has the dummy subject, as well as certain information to be focused on. In order to maintain the message of the SL, the translator should consider the context of situation found in the source text.

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