

# "Dativ Object" in Translation from German to Indonesian

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**Abstract-** In order to be able to translate German texts into Bahasa well, one should try not only to get the same meaning, but also the same effect in the target language. In the translation of these two languages it is not uncommon to find the problem, whether it is a linguistic problem, or the absence of an appropriate match in the target language, or even not in the target language. Based on this for the construction of sentences with dativ objects in Indonesian and German language often appear problem translation results on the syntactic structure and the different semantic role is very influential on the meaning and effect caused.

**Keywords**—*object dativ; syntactic function; semantic role*

## I. INTRODUCTION

"Übersetzung" in the curriculum of the German Language Education S1 course is one of the compulsory subjects for concentration of translation competence. Nevertheless in this course also still emphasized on mastery of German skill especially for strengthening and its development in enrichment of lexical aspect, grammar, and culture. Also in this course the students' German language skills are confronted with general knowledge, logical thinking, and communication accuracy.

For this reason, a student with excellent German language skills is not uncommon with translation problems. Nord also argues:

Der/die professionelle Übersetzer/Übersetzerin muß über Sprachkompetenz, Sach- oder Fachkompetenz, Recherchierkompetenz, Theorie und Methodenwissen, und Übersetzungskompetenz verfügen. Zu einer allgemeinen Übersetzungskompetenz gehören u. a. folgende Aspekte:

- *Sensibilität gegenüber der Kulturgebundenheit jedes Verstehens,*
- *Kenntnis der kulturspezifischen sprachlichen und nicht-sprachlichen Verhaltens-konventionen der fremden im Kontrast zur eigenen Kultur und eine Methodik für eine funktionale Textanalyse auf allen Rängen der Sprachverwendung. [...]*

*Eine übersetzerische Grundkompetenz müßte [...] auch folgende Fähigkeiten umfassen:*

- *die Fähigkeit, Übersetzungsprobleme zu erkennen und konsistente, funktionsgerechte Strategien [meine Hervorhbg.] zu ihrer Lösung zu entwerfen, und die Fähigkeit, das Wissen um die Kulturspezifk von Textsorten und Funktions-signalen bei der Produktion funktionsgerechter Texte einzusetzen [1]*

in which translated to English as follows :

The professional translator must have language competence, material or technical competence, research competence, theory and methodological knowledge, and translation skills. To a general translation competence belong u. a. following aspects:

- sensitivity to the cultural bondage of any understanding,
- Knowledge of the culture-specific linguistic and non-verbal behavioral conventions of strangers in contrast to their own culture and a methodology for a functional textual analysis at all levels of language use. [...]

A basic translator competence should also include [...] the following skills:

- The ability to identify translation problems and to design consistent, functional strategies [my emphasis] on how to solve them, and the ability to apply the knowledge of the cultural specificity of types of text and function signals to the production of functional texts [1].

## II. METHOD

This study uses descriptive qualitative research methods with translational matching sub methods. This translational matching sub-method is used because the determination is in the equivalent of another language in

the form of a dativ object in German. The data in this study were taken from the results of the students' translation assignments in the "Übersetzung" course in the German Language S1 study program from the data sources, namely the 2016 students in the odd semester 2018-2019. As for some research procedures and steps, including:

- A. *Data collection* Data is taken from the results of the 5th semester student in the "Übersetzung" course. The data is then processed through the following steps:
  1. Collection of student translation results
  2. Data selection is in the form of sentence composition with the construction of dativ objects
  3. Classification of sentence composition with the construction of dativ objects
- B. *Data analysis*
  1. sort out the determinants
  2. comparison of relationship
  3. comparison of relationship to equalize the main thing
  4. analysis results

### III. RESULT AND DISCUSSION

First, Translation activities can be part of language competence or also conceptualized as part of the competence of translation itself. Based on this, the demand for translation work as a whole leads to the importance of translation education. In the meantime Keim states that the provision of translation education not only focuses on the mastery of language competence, but also on the sensibility of the diversity of language structures, and the sensibility of the relationship between language and culture [2]. This is done so that the translation results cannot be separated from the existing context.

Based on the above-described requirements for the design of the translation tasks and the hypotheses put forward, the purpose of pedagogical translation is to promote the reflection on language, to raise awareness of the diversity of language structures, to raise awareness of the connection between language and culture, and the like. a. A contextless translation of word lists, as an extreme example, will in no case contribute. Furthermore, when formulating the translation task one should take into account the general pedagogical principles according to which the teacher is oriented in the DaF-lesson.

There are some questions about translation that are essentially the same, "How is the actual German text translated into Indonesian?. The question is short but requires an answer that is not easy, full of analysis and depth. To get the exact translation of the German text into Indonesian not only translate the formal properties of the text, but also to capture the meaning, meaning, and create the impression that the text is original Indonesian and not from German. Therefore the result of the translation should give the same impression or message from the reader as the original text sounds. As Gomes says:

*Eine gelungene Übersetzung soll nicht nur formale Eigenschaften des Originaltextes zuverlässig wiedergeben, sondern sie ist auch in Sinn und*

*Bedeutung leicht zu erfassen und zugleich lebendig zu klingen, als wäre sie in unserer eigenen Sprache auszudrücken. Es ist dabei zu beachten, dass die Übersetzung mit diesen Elementen bei ihren Lesern möglichst die gleiche Wirkung auslösen soll, wie sie das Original bei damaligen Lesern hervorrief [3].*

in which translated to English as follows :

A successful translation is not only intended to faithfully reproduce the formal characteristics of the original text, but is also easy to grasp in meaning and meaning and at the same time sound alive, as if it were expressed in our own language. It should be noted that the translation with these elements is intended to produce as much of the same effect as possible on the readers of their readers.

The suggestion implies that the translator should be well informed of the content substance, the formal characteristics of the text, and the appropriate use of the phrase and produce the identical impression of the original language text. In addition, the translator should attempt to find the same meaning and reaction between the original language and the destination language. "Daneben soll sich der Übersetzer darum bemühen, nicht nur den gleichen Sinn, sondern auch die gleiche Wirkung der Ausdrücke in der Zielsprache zu erzielen" [4][5].

In accordance with the quotation above the sentence the translation must be clear, so it will be able to know the characteristics, the reactions it causes, and the possible problems that will arise. It will further be known whether the problems that arise with regard to language problems in the language of destination are not matched or culturally inappropriate or non-existent. Therefore in this research will be discussed problems that appear on the composition of the sentence containing dativ Object and its meaning between the German language and Indonesian language.

#### A. *The dativ object*

The dativ object is one of the constituents in a sentence composition, just as the accusative object and the genitiv object. In German the objects have their respective semantic roles as sentence constituents. According Eisenberg Object akusativ also called direct object in general has a role as a target [6]. While the dativ object which is also called an indirect object has a role as a fortune.

In Indonesian the dativ object or also called the indirect object as a constituent in the composition of the sentence according to the syntactic function is not called an object, but is called complement or complement. However, complement or complement also have the same semantic role with German as a fortune. The following example can show the sentence consistency based on syntactic function and semantic role [7].

EXAMPLE 1.

	Ibu	membelikan	adik	baju baru
syntactic function	Subjek	Predikat	Objek	Pelengkap
semantic role	Agens	action	Adressat	Patiens

EXAMPLE 2.

	Ibu	membeli	baju baru	untuk adik
syntactic function	Subjek	Predikat	Objek	Pelengkap
semantic role	Agens	action	Patiens	Adressat

In the example sentences 1 and 2 syntactically change for the "buy" verb that serves as the "sister" object and on "buy" which has the functionality of the "new clothes" object. As for the semantic role between examples 1 and 2 keep "sister" and "for sister" did not change. The syntactic functional changes in the example have different understandings between German and Indonesian. In German dativ objects are generally living creatures, but in Indonesian the dativ object called this complement can also be objects.

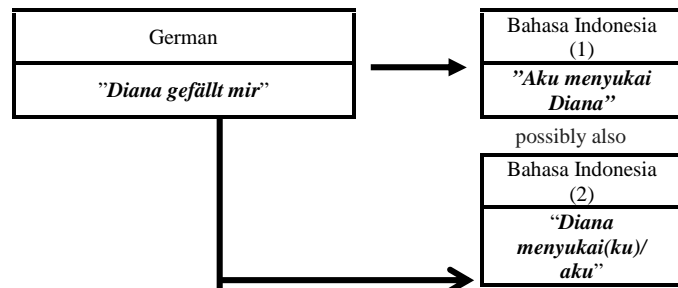
**B. Composition of sentences with dativ objects**

The problem of sentence composition containing the dativ object is included in the linguistic study. On that basis then used linguistic approach in the next discussion. "Rule of correspondence" is used in the analytical process to determine the equivalent in structure and meaning between the origin and destination languages [8]. (Susilo, Daud H. 1990: 192) [3]. This study is limited only to the problem of sentence composition with dativ object construction.

The composition of sentences with the construction of dativ Objects for German language learners against Indonesian backgrounds may still bring problems. This is because in Indonesian the use of dativ Objects is often replaced by the construction of passive sentences or with the construction of predicate + object preposition. This may be the result of language or cultural differences in language, or it may be the structure of thinking. The composition of the sentence with the construction of the following dativ objects may be one example.

- a. The composition of sentences "Subjek – Predikat –Objek Dativ"

For example verbs "gefallen" in "Diana gefällt mir"



	semantic role	→	syntactic function
Bahasa Jerman	<i>Diana</i>	→	Subjek (Nomina dalam Nominativ)
	<i>mir</i> Adressat	→	Objek (Frasa nominal dalam Dativ)
	<i>gefallen → gefällt</i> action	→	Predikat (frasa verbal dalam kalimat aktif)

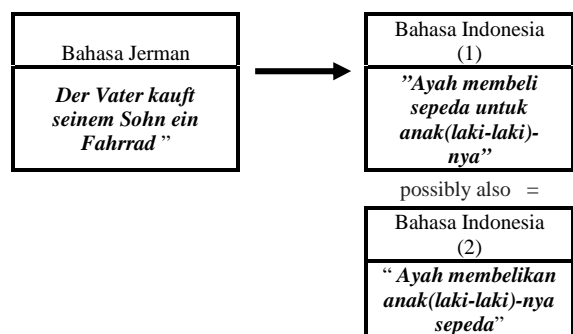
	semantic role	→	syntactic function
Bahasa Indonesia	<i>Aku</i> Agens	→	Subjek (Nomina dalam Nominativ)
	<i>Diana</i> Patiens	→	Objek (Frasa nominal dalam akusatif)
	<i>menyukai</i> action	→	Predikat (frasa verbal dalam kalimat aktif)

The first variation of the translations is correct because it shows the same meaning and message in Indonesian. In this translation result there is a difference in the syntactic function and the semantic role of sentence constituents between Indonesian and German. "Diana" has the syntactic function of the subject (Nomina in Nominativ) and has the role of semantic performer. While "mir" in the syntactic function as dativ object and has a semantic role as a fortune. "I" in German "mir" in the phrase "I like Diana" has changed the syntactic function to Subject. While "Diana" undergoes a syntactic function change into an accusative object rather than a dativ. The change in syntactic function and semantic role in the construction of the sentence "Diana gefällt mir" from German to Indonesian to "I like / like Diana", may be caused in the Indonesian language that there is construction "Subject - Predicate - Complement" instead of "Subject - Predicates - dativ objects".

The second variation of translation "Diana gefällt mir" to "Diana likes (ku) / aku" in Indonesian indicates imprecision. In terms of meaning will appear a separate problem because it will be able to cause different messages.

- b. The composition of sentence "Subjek – Predikat – Objek Akusativ – Objek Dativ"

For example the verb "kaufen" in the phrase "Der Vater kauft seinem Sohn ein Fahrrad"



semantic role		syntactic function
<i>der Vater</i> Agens	→	Subjek (Nouns in Nominativ)
<i>ein Fahrrad</i> Patiens	→	Objek (Nominal phrase in akusatif)
<i>seinem Sohn</i> Adressat	→	Objek (Nominal phrase in Dativ)
<i>kaufen</i> → <i>kauft</i> Action	→	Predikat (Nominal phrase in aktive sentence)

semantic role		syntactic function
<i>Ayah</i> Agens	→	Subjek (Nouns in Nominativ)
<i>sepeda</i> Patiens	→	Objek (Nominal phrase in akusatif)
<i>Untuk anak(laki-laki)-nya</i> Adressat	→	Frasa prepositional phrase
<i>membeli</i> Action	→	Predikat (frasa verbal dalam kalimat aktif)

or

semantic role		syntactic function
<i>Ayah</i> Agens	→	Subjek (Nomina dalam Nominativ)
<i>sepeda</i> Patiens	→	Objek (Frasa nominal dalam akusatif)
<i>anak(laki-laki)-nya</i> Adressat	→	Objek (Frasa nominal dalam Dativ)
<i>membelikan</i> Action	→	Predikat (frasa verbal dalam kalimat aktif)

The translation of the phrase "Der Vater kauft seinem Sohn ein Fahrrad" in these two variations is most likely correct and probably hardly popped up "Dad bought a bike for his son" and "Dad bought a boy (boy) his bike ". This is because the meaning and the resulting message are the same, despite the changes in the syntactic function. The verb "kaufen" is translated in Indonesian if not "buy" or "buy", depending on the composition of the sentence. The prepositional phrase "for his son" in "Dad purchases a bicycle for his (male) child" when added the "-kan" suffix to the "buy" verb " " buy ", but this will make the position of the sentence constituent changed.

1	2	3	4
Ayah	membeli	sepeda	<u>untuk</u> anak(laki-laki)-nya

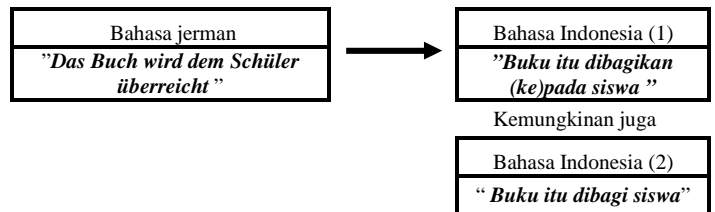


1	2	3	4
Ayah	membeli <u>kan</u>	anak(laki-laki)-nya	sepeda

The change in the position of the constituents of the above sentence according to the Unds und Heny (1975) is referred to as the dativ movement. Through the addition of the "-kan" suffix to the "buy" verb the position of the constituent "son" moves forward but prepositions to be dissipated.

**c. Composition of passive sentence "Subject - Predicate-Object Dativ"**

For example the verb "überreichen" in the phrase "das Buch wird dem Schüler überreicht".



semantic role		syntactic function
<i>das Buch</i> Agens	→	Subjek (Nouns in Nominativ)
<i>dem Schüler</i> Adressat	→	Objek (Nominal phrase in Dativ)
<i>überreichen</i> → <i>wird</i> ..... <i>überreicht</i> Action	→	Predikat (finites Verb im Passiv)

semantic role		syntactic function
<i>Buku itu</i> Patiens	→	Subjek (Nouns in Nominativ)
<i>(ke)pada siswa</i> Adressat	→	Objek prepositional phrase
<i>membagi(kan)</i> → <i>dibagi(kan)</i> action	→	Predikat (verb dalam kalimat Passiv)

but not

semantic role		syntactic function
<i>Buku itu</i> Patiens	→	Subjek (Nomina dalam Nominativ)
<i>siswa</i> Agens	→	Objek (Nominal phrase in Dativ)
<i>membagi(kan)</i> → <i>dibagi(kan)</i> Action	→	Predikat (finites Verb im Passiv)

The composition of passive sentences with the construction of dativ objects in translation from German to Indonesian language still often cause problems. To get a proper translation result in this case one must master the rules

of passive sentence formation. This is because the information or events conveyed in the text actually has the same meaning.

In the first variation the translations in Indonesian have been exact and have the same meaning, although there are differences in the syntactic function in German (Dative Object → prepositional phrase). The message conveyed to this first variation already has a cascade. Another case in the second variation that led to the incompatibility of the message. This is due to differences in semantic roles. In this variation object in German has a role as a lucky while in the Indonesian language as the perpetrator.

#### IV. CONCLUSION

From the analysis of the translation of the sentence structure with the dative it follows that the role of the syntactic and semantic structures is very important, because there are often problems. But nevertheless it is very important to be able to keep the same meaning and effect of German and Bahasa Indonesia permanently. This way has probably succeeded in creating the successful translation.

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