

## ENGLISH EQUIVALENT TRANSLATIONS FOR SUFFIX *-NYA*

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### Abstract

Suffix-*nya* is one of suffixes in Bahasa Indonesia which has various functions. Those varieties cause various forms of equivalent translation in English. This study is aimed at investigating the equivalent translation of suffix-*nya* and its functions. Applying documentary research, the researchers gathered the data in form of Indonesian sentences consisting suffix-*nya* and its translation from the novel *Laskar Pelangi* and its English version *The Rainbow Troops*. The study was conducted under the qualitative method. The results of the analysis show various equivalent translations and their functions. The suffix-*nya* has six alternative equivalent translations; they are pronouns (his, her, their, its, he, his, her, them, and it), apostrophe (-'s), article (the), demonstrative (this), adverb (-ly), and verb (modal + auxiliary: would be and should have, copular verb; seem). Other than the equivalents, there are seven other functions; they are possessive markers, objective pronouns, subjective pronouns, definite articles, deictic markers, adverbial formers, and predicates. In the context of sentences or discourse and understanding, it helps to decide the best equivalent translation for suffix *-nya* which is pertained to a particular constituent of the sentences.

**Keywords:** context, equivalent translation, function of the equivalence, suffix *-nya*

## PADANAN BAHASA INGGRIS UNTUK SUFIKS *-NYA*

### Abstrak

Sufiks *-nya* merupakan salah satu bentuk sufiks dalam bahasa Indonesia yang memiliki beragam fungsi. Ragam fungsi tersebut memunculkan beberapa bentuk terjemahan dalam bahasa Inggris. Berkenaan dengan hal tersebut, penelitian ini menilik padanan dan fungsi sufiks *-nya*. Sejalan dengan menerapkan analisis dokumen, data dikumpulkan dalam bentuk kalimat yang memiliki sufiks *-nya* dalam novel *Laskar Pelangi* dan terjemahan kalimat tersebut dalam novel *The Rainbow Troops*. Lebih jauh, metode kualitatif diaplikasikan dalam penelitian ini. Berdasarkan hasil analisis, dapat dilaporkan bahwa terdapat enam bentuk padanan untuk sufiks *-nya*, yaitu pronomina (*his, her, their, its, he, his, her, them, dan it*), apostrof (*- 's*), artikel (*the*), demonstratif (*this*), adverbia (*-ly*), and verba (modal + kata kerja bantu (*auxiliary*): *would be* and *should have*, verba kopula: *seem*). Selain padanan tersebut, terdapat tujuh fungsi yang ditemukan, yakni penanda posesif (*possessive marker*), objektif pronominal, subjektif pronominal, artikel definit (*definite article*), penanda deiktis (*deictic marker*), pembentuk adverbia (*adverbial former*), dan

predikat (*predicate*). Selain itu, dapat disimpulkan bahwa mengaitkan pada konteks kalimat dan memahaminya secara utuh merupakan langkah dalam menentukan dan mencari padanan sufiks *-nya* yang melekat pada konsituen tertentu dalam kalimat.

**Keywords:** fungsi padanan, konteks, padanan, sufiks-nya, terjemahan

## INTRODUCTION

Used in various contexts, some affixes in Indonesian result different equivalent translations in English. It is what makes foreigners difficult to understand what actually the meaning of a new word attached with a particular affix (Hidayati and Reranta, 2016: 28). A suffix, which has various functions in various contexts, is suffix-*nya* (Sneddon, 1996: 150). For instance:

- (1) SL: *Beratnya koper itu!*  
TL: How heavy this suitcase is!  
(Grangê, 2015: 148)
- (2) SL: *Saya suka rumahnya*  
TL: I like her house (Grangê, 2015: 136)

In both examples, SL refers to source language while TL refers to target language. Further, it is noted that both suffixes-*nya* are translated differently and have distinct functions. The example (1), the word *berat* which means heavy becomes how heavy after *-nya* is attached to the word *berat* (*berat+nya*). Thus, suffix-*nya* functions as an exclamatory marker. On another side, the example (2) has a word *rumah* which means house and becomes her house when it is added with *-nya* (*rumah+nya*). Therefore, this suffix-*nya* functions as possessive marker. Then, it points out that the more people understand the function of this suffix, the

more natural and acceptable translation will be made by them.

Principally, one of the most frequent and polysemic suffixes in Indonesian is suffix-*nya* (Grangê, 2015:133). Then, suffix-*nya* has its own functions; they are possession marker, article marker, exclamatory marker, politeness former, comment sentences former, and nominalizer (Djenar, 2003). Further, Djenar (2003:138) also states that Indonesian speakers prefer using *-nya* because it sounds like they are referring something belonging to someone else whom they talk to, e.g. asking someone's name, the common expression is *Siapa namanya?* which literally means 'what is the name?'. Thus, it sounds strange in English and the common expression is 'what is your name?' However, culturally Indonesian people keep away from saying 'you' or 'your' and it leads them to use *siapa namanya*. Here is another example;

- (3) SL: *Boleh saya pinjam bukunya?*  
TL: May I borrow your book?  
(Djenar, 2013:138)

Basically, the word *bukunya* can be literally translated into the book (*buku itu*). In fact, most Indonesian people consider it as your book (*bukumu*) in their mind. It thus functions as possessive marker as well. This example further construes that cultural insight is needed

in translating Indonesian into English or vice versa. In addition, the equivalence of suffix-*nya* can also function as a definite article which means that it is used to refer to something mentioned before or known and understood from context. In English, this is shown by the word ‘the’ (Djenar, 2003:136). For instance:

- (4) SL: *Hawanya panas sekali hari ini.*  
 TL: The weather is very hot today.  
 (Djenar, 2003:136).

This case shows that suffix-*nya* can be translated into English as a definite article ‘the’ as seen in the word *hawa-nya* which is translated into ‘the weather’. Further, suffix-*nya* translated into definite article ‘the’ can also function as nominalizer. It is in line with Djenar (2003: 140), she argues that attached to a verb or adjective, the suffix -*nya* turns the word into an abstract noun. It can be clearly seen from the following example:

- (5) SL: *Penghasilan mereka besar.*  
 TL: Their income is high.
- (6) SL: *Besarnya penghasilan mereka memungkinkan mereka untuk membeli rumah mahal.*  
 TL: The high level of their income enabled them buy an expensive house. (Djenar, 2003: 141)

The word *besar* (high) is an adjective then becomes a noun *besarnya* (The high level). Hence, the instance clearly construes that the second function of the equivalent translation of suffix-*nya* is as a definite article ‘the’ and takes a role as nominalizer when it is attached to an adjective.

Further, attached to an adjective, suffix-*nya* marks an exclamation (Djenar, 2003: 137). This exclamation usually comes before noun or noun phrase that is exclaimed about. It can be seen from the following example.

- (7) SL: *Cantiknya bunga ini!*  
 Adjective+*nya* Noun phrase  
 TL: How beautiful this flower is!  
 (Djenar, 2003: 137)

The word *cantik*, which means *beautiful*, is attached with -*nya* then followed with a noun phrase (*bunga ini* translated into *this flower*). Completely, the equivalence for the expression (*Cantiknya bunga ini!*) is *How beautiful this flower is!* As the matter of the fact that sometimes the expression is only an adjective attached with -*nya*; *Cantiknya!* Which can be translated into *how beautiful* or *Wow!* Therefore, -*nya* can be translated into “how” indicating the exclamation. Moreover, it does not only function as an exclamatory marker, but this suffix can also function as topic-comment sentence former (Djenar; 2013:139). For instance;

- (8) SL: *Bu Rita anaknya lima.*  
 Topic Comment  
 TL: Bu Rita has five children.  
 (Djenar, 2003:139)

It is noted that *anak* (children) belong to Bu Rita. This case shows that suffix-*nya* indicates sense of having or belonging. Therefore, it is found that *anaknya* can be translated into has/have children. Specifically, has/have is called as verb possession. Those examples reveal that the suffix -*nya* has four equivalent transla-

tions in English. In accordance, those functions of the suffix *-nya* can be designed in the following framework.

tion and adverbialization. Moreover, he disclosed this suffix is patterned as subject noun phrase, object noun phrase,

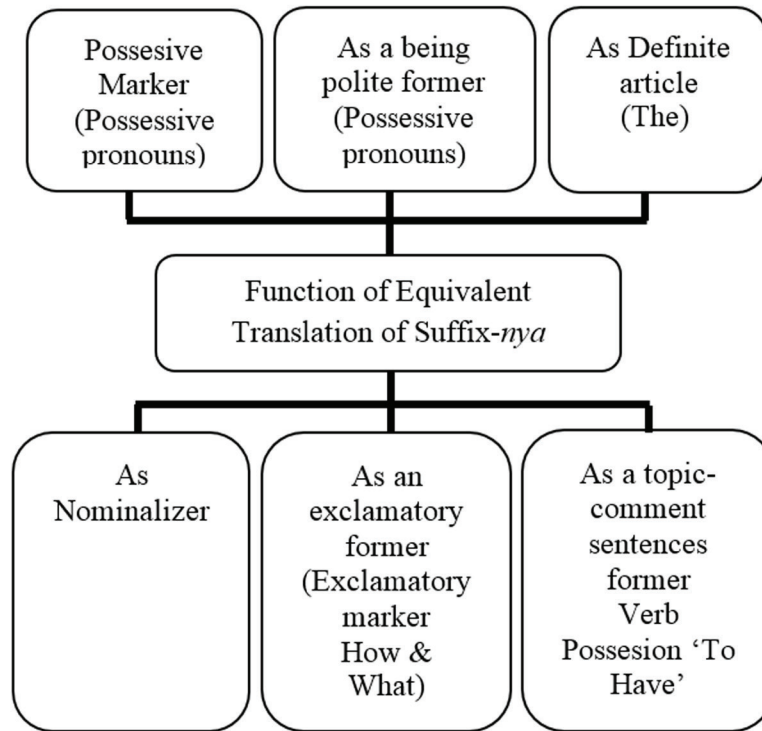


Figure 1 Djenar’s Conceptual Framework of Function of The Suffix-*nya* (2003)

Coming up with such a phenomenon, this research attempted to explore the equivalent translation of suffix-*nya* deeply. It is in order to disclose other alternative equivalences of suffix-*nya*. Further, it also cultivated the functions of equivalence in English by going along with Djenar’s conceptual framework.

Further, some other researchers also discussed suffix-*nya*. One of them is Grangê (2015) who focused on verb attached with suffix-*nya*. In the research, he tried to determine the function and the pattern. Then he found that suffix-*nya* can be used as the third person of possessive determiner, third person pronoun, definite determiner, modal nominaliza-

prepositional phrase, nominalization, and determiner. In addition, he further explained that the suffix-*nya* syntactically can be in form of determination, negation, coordination, complementation, equal structure, relative clause, and interrogation, resilience of adverbs of degree and aspect-mood markers. There is also another researcher discussing suffix-*nya* in 2013. He is Sudana, he analyzed an Indonesian novel *Supernove* and its English version. Going with Sneddon’s theory, he discovered that suffix *-nya* functions as possessive pronoun, agentive object, indicator of definiteness, determiner, adverbial former. Further, Purwo (2008) investigated the pattern of ‘verb + *-nya*’ and

argued that this matter is a salient innovation of present-day standard Indonesian.

According to those researchers, it is noted that suffix *-nya* has complex and various functions in many contexts. Along with both, Arka (2011) argues the same thing too, he pursued a research on complexities of *-nya* in nominalization and its structural properties. Thus, he came up with findings that define three functions; they are as a third singular possessive marker, a ligature and a definite marker. In addition, on another research, Hidayati & Reranta (2016) argue that foreigners meet with difficulties in Indonesian morphological aspect especially affixation. This argumentation arises from their research and it tells the complexity of affixation in Indonesian.

Compared to those previous studies, this recent research is designed to go further with translation case because it tries to discover more equivalent translation of suffix *-nya* which makes this recent research different from the first research. It does not only cover verb attached with *-nya*, but also other constituents of sentences. Further, this recent research goes beyond the equivalences to understand and find more functions of them, thus it tells that this recent research goes further than the second and the third researches. Explicitly, this recent research goes with two objectives, they are finding equivalences of suffix *-nya* in English and defining functions they bring about based on the context of the sentences gathered.

## METHOD

Deep finding to have deep understanding is the core ground of why this

research was conducted. Accordingly, qualitative method was employed here. It was because this research had procedure to gather and describe phenomena and situations objectively, it was further to improve and to build up the discussion of the suffix *-nya* through analyzing and concluding the results or the findings (Stake, 2010:28). Further, rationale of why this research was conducted qualitatively was because it also deals with analyzing data in the form of words and is conducted under social science (Denzin & Lincoln, 2008: xxix) and in order to have deep and detail findings (Cresswell, 2007). On a further extent, this research works with documents for what they are naturally used to distinct the equivalences and functions (Atkinson & Coffey, 2004). Hence, this research engaged document of two novels, one is in the original language (Bahasa Indonesia-*Laskar Pelangi*) and another is the English translated one (*The Rainbow Troops*). Both were published in 2009.

Further, a documentary analysis is employed to collect and analyse the data which are in form of sentences. It was so because this research has to deal with the context or situation which can be explored on the level of sentences. It means that the focus is on the language (language use) in the document as the medium to translate one language to another language (Prior, 2004).

## FINDINGS AND DISCUSSION

### Findings

Presented in form of sentences, the discussions are basically presented based on the types of the equivalent translation of *-nya* and its function. It is noted that

the other four functions of Djenar's framework were not found, such as politeness marker, topic-comment former, nominalizer and exclamatory marker. Further, there are some other equivalent translations for suffix *-nya* and their functions captured, such as demonstrative, subjective pronoun, objective pronoun, adverb, and verb. It is worth noting that suffix *-nya* has various forms of its English equivalent demonstrated in this session. Those findings are presented in the Table 1.

ing, in other word it construes possessive marker in the form of possessive pronoun. The second point is that when it is attached to a transitive verb, the equivalent translation can be a pronoun (objective pronoun: him, her, them, it and subjective pronoun he - agentive pronoun). The third point is that when it pertains to an adjective, it can be such an adverbial former and then the equivalent translation will be adverb (-ly). The last point is that suffix *-nya* is not always translated into the target language, i.e. English; it

**Table 1 The English Equivalent Translation for the suffix *-nya* and its Function**

No.	Equivalent Translation	Function
1.	Pronoun his her their its <i>him</i> <i>her</i> <i>them</i> <i>it</i> he	Possessive Marker     Objective Pronoun    Subjective Pronoun
2.	Apostrophe (-'s)	Possessive Marker
3.	Article ( <i>the</i> )	Definite Article
4.	Demonstrative ( <i>this</i> )	Deictic Marker
5.	Adverb ( <i>-ly</i> )	Adverbial Former
6.	Verb ( <i>have</i> ) modal + auxiliary ( <i>would be and should have</i> ) copular verb ( <i>seemed</i> )	Predicate

This table shows how various the equivalent translations and their functions are. There are four characteristics of the suffix *-nya*. The first one is that when it is pertained to a noun or a noun phrase it construes the sense of belong-

can be dismissed sometimes as long as the meaning from the source language is still there. Here are two figures presenting all equivalent translations and their function found.

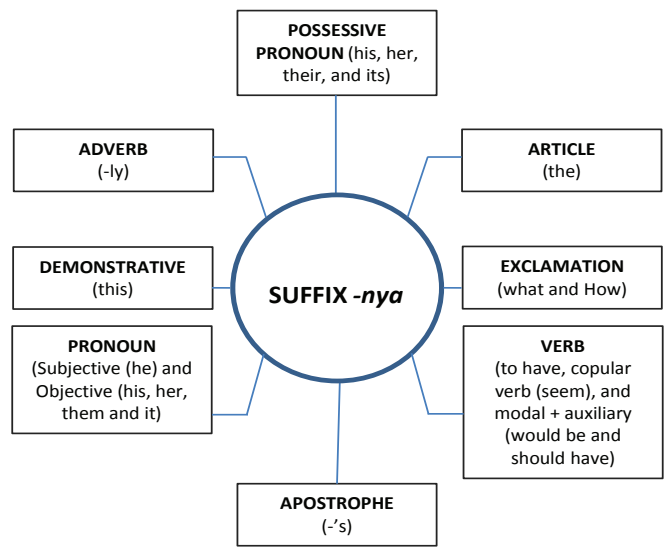


Figure 2 The Equivalent Translation of the suffix -nya

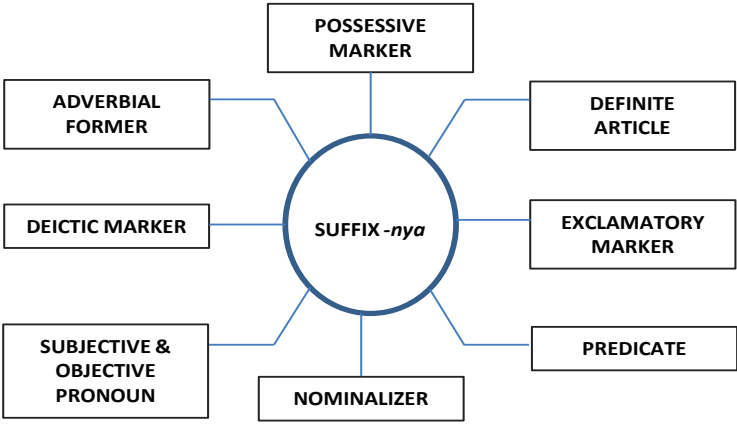


Figure 3 The Function of Equivalent Translations of the suffix -nya

Figures 2 and 3 present the English equivalents for the suffix *-nya* and their functions. Both figures are a combination between Djenar’s framework and the findings on this current research. In addition, there are four findings which are not discussed by Djenar 2003, those are de-

monstrative (this), subjective and objective pronoun, adverbial former, and verb (relational process). At last, even though the suffix *-nya* has various English equivalents, the best equivalent can be indicated by dealing with the context of the discourse so it is natural and acceptable.

Furthermore, Hilman (2015) argues that to identify the translation for Indonesian cultural lexicons, it needs adjust the naturalness and acceptableness.

## Discussion

Mainly, data presented were called excerpt which consists of both Indonesian and English versions with the page number. It is to provide the context of the suffix *-nya*. It is noted that the context takes an important role to identify the equivalent translation. The following are the complete analyses.

### Possessive Pronoun as Possessive Marker

Suffix *-nya* has several equivalent translations; one of them is possessive

pronoun. It is found that there four forms of the possessive pronoun; they are *his*, *her*, *their*, and *its*. Further, it is also figured out that the form can be apostrophe ('s). Translated into possessive pronoun and apostrophe, the equivalent translation of suffix *-nya* functions as possessive marker. In order to present a clear analysis, the discussion will be parted based on the form of the equivalent translation; his, her, their, its, and apostrophe ('s). Further, Grange (2015) also found this characteristic then he classified it as possessive determiner which is in form of third singular person. It is in line with Arka (2011) and Sudana (2013), they argue that the suffix *-nya* can truly be translated into possessive pronoun.

### Possessive Pronoun 'his' as Possessive Marker

Excerpt 1

No.	SL	TL
1.1	<i>Ayahku duduk di sampingku, memeluk pundakku dengan kedua <u>lengannya</u>...</i> (page 10)	My father sat beside me, hugging my shoulders with both of <b>his arms</b> ... (page 1)
1.2	<i>Aku tahu beliau sedang gugup dan aku maklum bahwa tak mudah bagi seorang pria berusia empat puluh tujuh tahun, seorang buruh tambang yang beranak banyak dan bergaji kecil, untuk menyerahkan <u>anak laki-lakinya</u> ke sekolah.</i> (page 11)	I knew he was nervous, and I was aware that it wasn't easy for a 47-year-old miner with a lot of children and a small salary to send <b>his son</b> to school. (page 2)
1.3	<i>Meskipun beliau begitu ramah pagi ini tapi <u>lengan kasarnya</u> yang melingkari leherku mengalirkan degup jantung yang cepat.</i> (page 11)	Although he seemed friendly and at ease this morning, <b>his rough arm</b> hanging around my neck gave away his quick heartbeat. (page 2)

All of the underlined phrases in the excerpt 1 fundamentally shows that possessive pronoun 'his' is an alternative equivalent translation for suffix *-nya*. Thus, to indicate this possessive pronoun (*his*); dealing with the context is needed here. All of those sentences discuss a character who is father (*ayah*). Father refers to a male gender, and then in English

if it is male, the possessive pronoun should be his. Therefore, the result of the translation is so. Further, twice the word *beliau* taking role as subject is found, in Indonesian this word can refer to both genders (male or female), it depends on the context. When the subject or the object is male, the word *beliau* means male as what is found in the sentences (1.2



and 1.3). Regarding the equivalent translation showing the process of belonging, thus the function found is possessive marker.

**Possessive Pronoun ‘her’ as Possessive Marker**

What makes this part different from the previous one is the context. Previously the suffix *-nya* is translated into *his* then now it becomes *her*. As the context, subject takes a part in determining the equivalent form. Once the subject refers to a particular gender, the equivalent form will follow. As a note, subject is one of examples of the context helping to determine what possessive pronoun should be used. The following excerpts present how suffix *-nya* gets its equivalent translation.

Excerpt 2

No.	SL	TL
2.1	<i>Wajahnya</i> tegang dan gerak-geriknya gelisah. (page 10)	<b>Her</b> face was tense and twitching nervously. (page 2)
2.2	<i>Lima tahun pengabdianannya</i> di sekolah melarat yang amat ia cintai dan tiga puluh dua tahun pengabdian tanpa pamrih pada Pak Harfan. (page 13)	<b>Her</b> big dreams for this poor school were about to fall apart before they could even take off, and thirty-two faithful years of Pak Harfan’s unrewarded service. (page 74)
2.3	<i>Kerudungnya</i> juga berwarna bunga crinum demikian pula bau bajunya, persis crinum yang mirip bau vanili. (page 16)	<b>Her</b> veil was the soft white of the lily, and <b>her</b> clothes even gave off the flower’s vanilla aroma. (page 9)

Determining what the equivalent translation should be for the sentence (2.1) needs to deal with the context. In this case, it is needed to see the preceded or the following sentences since sometimes suffix *-nya* attached to a particular matter refers to the previous information (anaphoric) or the following one (cataphoric). Even though, it is not clear who is the actor, it is noted that actually *-nya*

refers to a character in the story who is a female one. Further, the part *wajahnya* construes the sense of belonging which means that *wajah* (face) belongs to someone mentioned previously. Therefore, the equivalent form of the suffix is *her*.

In addition, what is found in the next two sentences (2.2 and 2.3) is also the same possessive pronoun. Bringing up the same context, the sentence has the continuation of the previous information about a female character. On the other hand, the sentence (2.2) has a phrase attached with *-nya*, i.e. *lima tahun pengabdian*. This is a noun phrase. It can be reported that this is also one of the characteristics of suffix *-nya*, when it is pertained to a noun or a noun phrase it construes the sense of belonging. Hence the suffix *-nya* found in the excerpt 14 is

translated into *her* as well. On another side, dealing with the sense of belonging, the equivalent form for *-nya* functions as a possessive marker.

**Possessive Pronoun ‘their’ as Possessive Marker**

This part discusses another equivalent translation for suffix *-nya*, i.e. *their*. Different from the singular possessive

pronoun found before, this pronoun refers to plural form of possessive pronoun. To know when suffix *-nya* is translated into their, it needs to comprehend the context of the sentence. Here are the analyses.

Excerpt 3

No.	SL	TL
3.1	<i>Ada tiga alasan mengapa para orangtua mendaftarkan <b>anakny</b>a di sini.</i> (page 12)	There were only three reasons why parents enrolled <b>their children</b> here. (page 4)
3.2	<i>Semua telah masuk ke dalam kelas, telah mendapatkan <b>teman sebangkunya</b> masing-masing....</i> (page 16)	Everyone had already entered the class-room and gotten <b>their deskmates</b> . (page 9)
3.3	<i>Para orangtua ini sama sekali tak yakin bahwa pendidikan <b>anakny</b>a yang hanya mampu mereka biayai paling tinggi sampai SMP akan dapat mempercera masa depan keluarga.</i> (page 11)	These parents weren't convinced that <b>their children's education</b> , which they could only afford up to junior high, would brighten their families' futures. (page 3)

As mentioned before, to know which appropriate possessive pronoun, understanding the context of the sentence is important. It also happens to the sentence (3.1 and 3.3). The phrase (*para orang tua*) is the key point to decide the equivalence. It is a noun phrase and plural entity because the morpheme *para* indicates plurality. If it is only *orang tua*, it refers to parent. Then it becomes parents if it is *para orang tua*. Since this is a plural form, the suffix *-nya* should be translated into their. Further, the next sentence (3.2) has an indicator of plural form, it is *semua*. Therefore, the suffix *-nya* attached

to the phrase *teman sebangku* is translated into 'their' too. Thus, the equivalent translation found refers to possessive pronoun which functions as possessive marker.

**Possessive Pronoun 'its' as Possessive Marker**

It is different from the previous possessive pronouns found (his, her, and their), this equivalent translation does not refer to human being but it refers to a thing. This becomes the reason why the suffix *-nya* is translated into *its* as found in the excerpt (4). It is worth to note that the phrase (*Setiap pelajaran*) is the anaphoric reference for the suffix *-nya* pertained to *guru*. Here, *guru* (teacher) belongs to *setiap pelajaran* (each subject), this also another reason why the equivalence is in form of possessive pronoun (its) functioning as a possessive marker.

Excerpt 4

No.	SL	TL
4.1	<i>Setiap pelajaran ada gurunya masing-masing.</i> (page 47)	"Each subject has its own separate teacher,..." (page 36)

Djenar (2003) had found it and called it possessive marker. Further, Grange (2015) also found this characteristic then he classified it as possessive determiner which is in form of third singular person. It is in line with what Arka (2011) and Sudana (2013) argue about. It is thus worth to note that suffix *-nya* can truly be translated into possessive pronoun (his, her, and its).

### Pronoun (me, him, them, it, and her) as objective pronoun

This part of discussion demonstrates another equivalent translation for suffix *-nya*. Previously, the pronoun functions as the agent then now it functions as an object since the suffix *-nya* is pertained to verb and affected by the verb itself. Syntactically, an entity or a person functioning as the victim of an action (verb) is called object.

It is worth noting that each sentence (5.1 to 5.6) employs has a pattern of a verb and the suffix *-nya* and then the English equivalent found is in the form of pronoun (objective pronoun). It can be presented below.

- (1) *menyerahkannya* : *menyerahkan* + *nya* (me)
- (2) *memeganginya* : *memegangi* + *nya* (him)
- (3) *mengingatnya* : *mengingat* + *nya* (them)
- (4) *menyentuhnya* : *menyentuh* + *nya* (it)
- (5) *memakannya* : *memakan* + *nya* (them)
- (6) *menatapnya* : *menatap* + *nya* (her)

#### Excerpt 5

No.	SL	TL
5.1	Lebih mudah <b>menyerahkannya</b> pada tauke pasar pagi untuk jadi tukang parut atau pada juragan pantai untuk menjadi kuli kopra agar dapat membantu ekonomi keluarga. (page 11)	It would have been much easier to <b>send me</b> to work as a helper for a Chinese grocery stall owner at the morning market, or to the coast to work as a coolie to help ease the family's financial burdens. (page 2)
5.2	Seorang wanita gemuk setengah baya yang berseri-seri susah payah <b>memeganginya</b> . (page 14)	A plump, middle-aged woman was trying with great difficulty <b>to hold onto him</b> . (page 7)
5.3	"Aku juga pernah membaca buku itu, maaf aku tak suka, terlalu banyak nama dan tempat, susah aku <b>mengingatnya</b> ." Demikian komentar Kiong mencari penyakit. (page 59)	"I've read that book too," A Kiong commented arrogantly. "I'm sorry, but I didn't care for it. There are too many names and places, difficult for me to <b>remember them</b> ." (page 63)
5.4	Dia <b>menyentuhnya!</b> Menepuk-nepuk kulitnya sambil mengumamkan sesuatu. (page 69)	Then he approached the ruthless animal blocking the road. He <b>touched it!</b> (page 73)
5.5	.....Menangkap belut yang terperangkap di bawah sana dan <b>memakannya</b> ketika masih didalam air. (page 70)	..caught some eels, and <b>ate them</b> while he was still in the water. (page 74)
5.6	"Sembilan orang ... baru sembilan orang Pamanda Guru, masih kurang satu....," katanya gusar pada bapak kepala sekolah. Pak Harfan <b>menatapnya</b> kosong. (page 11)	"Nine people, just nine people, Pamanda Guru, still short one," she said anxiously to the principal. Pak Harfan <b>stared at her</b> with an empty look in his eyes. (page 2)

It seems no difference at all from the patterns. In this case, to decide which objective pronoun for the best equivalent, dealing and understanding the context is an important matter especially gender and plurality of the agent in a sentence. Concerned with the patterns, this research came to a conclusion that when the suffix *-nya* is attached to a transitive verb, it can be translated into a pronoun functioning as an object (objective pronoun). Regarding the Indonesian grammar, another point captured is that the suffix *-nya* can refer to *saya/aku, dia, dan mereka*. Further, there is another interesting case happening to the excerpt 6. It shows that the suffix *-nya* is attached to a preposition (*pada*) which indicates an object. This preposition collocates to the adjective (*takut*). It is similar to English; ‘of’ collocates to the word ‘scared’. Therefore, it has the equivalent translation in English as the objective pronoun too.

Basically, the suffix *-nya* (7.1) pertained to a noun or noun phrase has its equivalent translation in a form of possessive pronoun. So, the word *baunya* can be translated into his/her smell and it is a phrase. On the other hand, what is found now is different from the possessive pronoun. The translation is a clause and it can be classified as a shift, a word into a clause. Thus the suffix *-nya* is translated into a pronoun (he) and *bau* (a noun) is translated into ‘smell’ (a verb). Therefore, it can be stated that pronoun especially subjective pronoun can be an alternative equivalent translation for the suffix *-nya*. Contextually, the pronoun is not only ‘he’ but it can be also other forms of pronoun such as ‘she’, ‘they’, and ‘it’. In other words, they function as the subjective pronoun.

Excerpt 6

No.	SL	TL
6.1	<i>Aku lebih takut <u>padanya</u> daripada buaya manapun.</i> (page 68)	“I was more scared of <u>him</u> than of any crocodile!” (page 73)

**Pronoun ‘he’ as subjective pronoun**

The next excerpt (7) shows another equivalent translation for the suffix *-nya*, it is a pronoun (he) taking role as a subject. Here is the analysis.

Further, the next sentence (7.2) provides another case dealing with pronoun. It is in the form of passive sentence. Here, the suffix *-nya* is attached to the word *disandang*. Due to this is a passive form, the

Excerpt 7

No.	SL	TL
7.1	<i><u>Baunya</u> pun harum.</i> (page 58)	<u>He smelled</u> good too. (page 62)
7.2	<i>Karena bekerja keras, ia berhasil, dan mendapat julukan Samson. Sebuah gelar ninggrat yang <u>disandangnya</u> dengan penuh rasa bangga.</i> (page 61)	Because of hard work and exercise, he was successful and earned himself, the nickname <i>Samson</i> —a noble title that <u>he bore</u> proudly. (page 65)

suffix *-nya* refers an agent (the doer), so the structure is as follow; *disandangnya* can be *disandang oleh nya/dia*. Then the suffix *-nya* is translated into ‘he’ and *disandang* (passive form) into ‘bore’ (active one). In this context, suffix *-nya* can function as a subjective pronoun. Dealing with the subject, Grange (2015) also argues that suffix *-nya* can be engaged in the topicalization process of a stative verb (*mahal*) in ‘*Mahalnya Pendidikan di Indonesia merupakan dampak dari pasar bebas*’ – ‘The expensiveness of education in Indonesia is a consequence of the free market’. Basically, *Mahalnya pendidikan* is a clause formed from ‘*Pendidikan mahal*’ and then its stative verb (*mahal*) is inverted as the result of topicalization. Accord-

ingly, *mahalnya pendidikan* is translated into ‘the expensiveness of education’ and becomes the subject which is in form of noun phrase. Furthermore, Grange (2015) characterizes suffix *-nya* attached to verb and probes that *-nya* can be translated into agentive pronoun, e.g. ‘*Alasan kami ditolaknya*’ – ‘Our justification was rejected by him’. Here, the suffix *-nya* construes a third singular person or an agent who rejected something.

### Apostrophe (-‘s) as possessive marker

The following excerpt demonstrates another equivalent translation for suffix *-nya* i.e. apostrophe + ‘s functioning as possession marker as well. It is shown in the excerpts below.

#### Excerpt 8

No.	SL	TL
8.1	<i>Semakin keras suara <u>bapaknya</u> menghardik semakin lebar Flo menguap.</i> (page 40)	The louder <u>Flo’s father</u> scolded her, the wider her yawns became. (page 35)

To understand the case discussed here, it is needed to consider two parts *bapaknya* and *Flo* (a character in the story). Basically, the suffix *-nya* attached to a root *bapak* which means ‘father’ and belongs to *Flo*. Therefore, in the English version it becomes *Flo’s father*. It shows that the combination (*Flo* + ‘s) is the appropriate form to translate *bapaknya*. Further, the form of apostrophe here functions as a possessive marker too.

### Article ‘the’ as Definite Article

Referring to a specific entity/person in the discourse is another application of suffix *-nya*. Hence suffix *-nya* has the equivalent translation in form of a definite article (the). The following excerpt

provides more examples of this definite article.

In the word *selebihnya*, suffix *-nya* functions as a definite article. The word *selebihnya* is translated into *the rest*. According to the context of the story, before composing the sentence “*Selebihnya adalah teman baikku*”, Hirata made a sentence “*aku tidak mengenal anak-beranak itu*” translated into “I didn’t know them” (Hirata, 2009: 3). Thus Hirata means to show that there are two groups of people; *anak beranak itu* and *selebihnya*. Hirata wants to specify the second group by jotting down *selebihnya*. So, it can be clearly understood that Hirata wants to specifically mention people in the dialogue. As the matter of the fact, *selebihnya* takes a

Excerpt 9

No.	SL	TL
9.1	<i>Selebihnya</i> adalah teman baikkku. (page 12)	<b>The rest</b> of them were my good friends. (page 3)
9.2	...Mungkin karena ia adalah <i>satu-satunya</i> laki-laki diantara lima saudara perempuan lainnya. (page 58)	...perhaps because among six children, he was <b>the only</b> boy. (page 62)
9.3	<i>Seragamnya</i> untuk hari senin adalah baju biru bermotif bunga rambat yang indah. (page 48)	<b>The uniform</b> for Mondays was a blue shirt with a beautiful floral print. (page 36)
9.4	<i>Kepala sekolahnya</i> adalah seorang pejabat penting, Ibu Frischa namanya. (page 48)	<b>The principal</b> of the PN School was named Ibu Frischa, highly educated and very concerned with prestige. (page 37)

function to describe the rest of people that the major character had not explained before (based on the story). It means that suffix *-nya* can be translated into a definite article ‘the’.

In Bahasa Indonesia, the phrase *satu-satunya* (9.2) is used to show a specific reference; whatever noun mentioned after this phrase will be the specific entity or person because it is the only one. In this context, ‘only’ refers to *satu-satu* (*hanya satu*) and ‘the’ refers to *-nya*. Further, the next two sentences (9.3 and 9.4) show the same problem. For instance *seragamnya* (9.3), it means that there is one uniform used on a particular day. Therefore, it is translated into ‘the uniform’; it is in order to specify which uniform is used. It also happens to *kepala sekolahnya* (9.4); it is clear that there is only one *kepala sekolah* (principle) chairing a school, then the equivalent translation for the suffix *-nya* is a definite article which is ‘the’. Along with it, Englebretson (2003) also argues that the suffix *-nya* can be an identifiability marker and it deals with the speakers’ referent. In other words, the

suffix *-nya* can indicate a specific referent discussed in a discourse and it is used when the speaker and the addressee have the same referent of what they are talking about.

#### Demonstrative ‘this’ as Deictic Marker

Demonstrative *this* used to substitute the suffix *-nya* modifies spatial matter which means that something pointed is not far away from the speaker. It is closed to the speaker. It is noted that the excerpt 10 provides the fact that the suffix *-nya* has equivalent form of demonstrative, it is ‘this’. It is clearly mentioned in the sentence that the suffix *-nya* attached to the word *menceritakan* (told) refers to *cerita itu* (the/that story; this English version is not used by the translator of the novel). Regarding the structure of this sentence, the word *menceritakannya* is translated into ‘told this story’. Thus, the suffix *-nya* is not only referring to ‘story’ but it is also modifying the deictic context. Therefore, the form ‘this’ (+ story) is such an appropriate translation for the suffix *-nya*.

Excerpt 10

No.	SL	TL
10.1	<i>Sahara selalu sabar mendengarkan cerita itu walaupun Harun menceritakannya setiap hari...</i> (page 60)	Sahara patiently listened, even though Harun told <b>this story</b> every day, over and over again....(page 64)

**Adverb as Adverbial Former**

Sneddon (1996) argues that adverb is an adjunct which gives information about the manner, time and place. Dealing with the adverb, the suffix *-nya* can be translated into an English adverb which is commonly in form of ‘-ly’. The excerpt 11 demonstrates the case.

so. In the translation, the translator chooses the adverb ‘so’ to transfer the concept of *rupanya* in English.

Further, it is also found in the sentence (11.2). The suffix-*nya* is attached to the word *akhir* which means ‘final’. Regarding KBBI, the word *akhirnya* explains a condition after a long time or difficul-

Excerpt 11

No.	SL	TL
11.1	<i>Oh, itulah <b>rupanya</b> namanya, Lintang, sebuah nama yang aneh.</i> (page 16)	Oh, <b>so</b> that is his name, Lintang. What a strange name. (page 9)
11.2	<i><b>Akhirnya</b>, waktu habis karena telah pukul sebelas lewat lima dan jumlah murid tak juga genap sepuluh.</i> (page 13)	<b>Finally</b> , time was up. It was already five after eleven and the total number of students still did not equal ten. (page 6)
11.3	<i>Pria itu adalah Harun, pria jenaka sahabat kami semua, yang sudah berusia lima belas tahun dan agak terbelakang <b>mentalnya</b>.</i> (page 14)	He was already 15 years old, the same age as Bu Mus, but was a bit behind <b>mentally</b> . (page 7)

In the sentence (11.1), suffix-*nya* is attached to a word *rupa* which literally means ‘face or appearance’. According to Indonesian Great Dictionary (*Kamus Besar Bahasa Indonesia-KBBI*), the word *rupanya* is usually used to express the information just gotten or knowing something as a conclusion. It is suitable with the context of the story where the major character just knew his friend’s name (*Lintang*). Thus, the word *rupanya* takes a position as an adverb and it is acceptable to equivalently translate *rupanya* into ‘so’. Both function as adverbial former. In addition, there are some words in English which have the same concept of the word *rupanya*, such as apparently, turn out, and

ties. Therefore, it is translated into an English adverb ‘finally’. Both *akhirnya* and ‘finally’ thus are comparable. The next sentence (11.3) strengthens the discussion. Here, it is found the word *mentalnya* which is an adverb. This word can basically be reconstructed into *secara mental*. It modifies the verb *terbelakang*, and then it is translated into ‘mentally’ which is also an adverb. It means that the suffix *-nya* pertaining to an adjective can be such an adverbial former just like what the form ‘-ly’ can do so to adjectives. It can be stated that when it pertains to an adjective, it can be such an adverbial former and then the equivalent translation will be adverb (-ly).

In addition, Arka (2011) in Grange (2015) also argues that suffix *-nya* can form numerous discourse adverbs called *evidentiality* while Englebretson (2003) names it *epistemic -nya construction*. This point is also discussed by Djenar (2003). She illustrates that suffix *-nya* can also form exclamation when it is attached to adjective.

### Verb (Modal + Auxiliary and Copular Verb) as Predicate

Another variety of the equivalent translation of the suffix *-nya* is found, it is in the form of verb. Then, the verb found is in form of copular verb (seem) and modal + auxiliary (would be and should have). There are four sentences (12.1 to 12.4) coming up to demonstrate it.

(bound morpheme meaning one or together), *baik* (free morpheme meaning good), and *-nya*. Commonly, the morpheme *se* collocates to *-nya* in use and both pertain to adjective. The word *sebaiknya* refers a way which is better to take. Therefore, the form ‘be better’ is such an appropriate equivalent translation. Basically, the next sentence (12.3) shows the same meaning and concept. The word found is *seharusnya*. Regarding the sense of the word ‘seharusnya’, the English version ‘should have’ meets with the meaning needed. It means that the equivalent translation for it is ‘should have’ (modal + auxiliary).

Besides, the sentence (12.4) has suffix *-nya* which is attached to a word *rasa*. In the Indonesian context, the word *rasanya* is usually used to express a pre-

#### Excerpt 12

No.	SL	TL
12.1	“Barangkali <b>sebaiknya</b> aku pulang saja, melupakan keinginan sekolah, dan mengikuti jejak beberapa abang dan sepupu-sepupuku, menjadi kuli ....” (page 11)	It would probably <b>be better</b> if I just went home, forgot about school, followed in the footsteps of some of my older brothers and cousins, and became a coolie. (page 3)
12.2	Para orangtua mungkin menganggap kekurangan satu murid sebagai pertanda bagi anak-anaknya bahwa mereka memang <b>sebaiknya</b> didaftarkan pada para juragan saja. (page 13)	In the meantime, the parents probably took the shortage of one student as a sign for their children—it would <b>be better</b> if they sent them to work. (page 6)
12.3	Pada sebuah pagi yang lain, pukul sepuluh, <b>seharusnya</b> burung kut-kut sudah datang. (page 64)	On another morning, at ten o’clock, the <i>jalak kerbau</i> flock should have already arrived. He <i>jalak kerbau</i> flock <b>should have</b> already arrived. (page 69)
12.4	Tubuhku <b>rasanya</b> akan meledak. (page 63)	My body <b>seemed</b> to be shrinking. (page 68)

Both sentences (12.1 and 12.2) have the same finding, it is *sebaiknya*. According to KBBI, the category of it is adverb, but then it is translated into a different category which is verb (modal and auxiliary). Basically the word *sebaiknya* consists of three morpheme, they are *se*

diction of a certain case, or also to give opinion about something. Accordingly, the same concept of *rasanya* is found in the word ‘seemed’. In the other word, both *rasanya* and ‘seemed’ are comparable. The word ‘seem’ in this case is a verb (copular verb) which relates the subject



and another constituent after the verb. It means that this equivalent translation functions as a predicate.

## CONCLUSION

It is finally reported that from six classifications of Djenar's theory (possessive marker, polite marker, definite article and nominalizer, exclamatory marker, and topic-comment sentence former), there are only two functions found they are possessive marker and definite article. Further, it was noted that four forms of possessive pronoun functioning possessive marker were found; they are his, her, their, and its. Another form functioning possessive marker was also found, it is in the form of apostrophe (-'s). Then the definite article coming up is 'the'.

It can be further reported that there are other equivalent translations with their own functions which are not discussed in Djenar's theory. They are demonstrative (this) functioning as a deictic marker, pronoun (he, she, and they - functioning as subjective pronoun; and him, her, and them-functioning as objective pronoun), adverb (-ly) functioning as adverbial former, and verb (modal+auxiliary and copular verb) functioning as predicate.

Further, there is a point which should be noted to deal with finding the appropriate form to substitute the suffix *-nya*; it is context. The context embedded in sentences/discourse covers entity (people or thing), time, and place. It means that a different context will make suffix *-nya* have a different equivalent translation. Therefore, it is really suggested for any translator or students who translate the Indonesian text especially this suffix *-nya*

into English to deeply understand to whom and to which this suffix refers to. So then it will be easy to choose the equivalence.

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