CHAPTER II

REVIEW OF THE RELATED LITERATURES AND THEORETICAL

FRAMEWORK

In this particular chapter contains all referents that related to literatures and theoretical framework. The discussion covers the translation, types of translation, process of translation, translation shift, previous study and theoretical framework.

2.1 Translation

The phenomenon of rapid development of science and technology today that generally comes from abroad making use of foreign languages, especially English language often encounter. It means that the translation needs to able to better understand the foreign language. Language translation is a shift in language that occurs from one language to another language. The translation is closely related to translation shift. This is supported by Catford as the first initiator of a translation shift that he states the translation is the replacement of textual material in one language (Source Language or SL) by equivalent textual material in another language (Target Language or TL).

A similar opinion about translation is also delivered by Bell (1991) in Nugrahani, n.d (2013). He says that the term translation can be meant as the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and sylistic eqivalences. Translation is also as the replacement of a representation of a text in one language

by a representation of an equivalent text in a second language. On the other hand, translation is the transmittal of written text from one language into another.

From both opinions above, it can be concluded that translation that the main point of translation is to transfer the message of the source language into the target language with the closest natural equivalence. Translators can change the form of the target language to get natural translation, but they have to make sure that the original message is kept as equivalent as possible. Catford (1965) states that the meaning of shift the departure from formal correspondence in the process of going from the source language to the target language. The word 'formal' in formal correspondence comes from the word 'forms', it can be referred to the linguistic form and it can be identified as any TL categories.

A formal correspondence is defined as any TL categories (unit, class, structure, element of structure, etc) which can be said to occupy, as nearly as possible. According to Alzuhdy, n.d (2014), Catford also states that formal correspondence refers to the similarity of linguistic categories within two different languages, being able to exchange places in the "same position". According to Cyrus (2009) as cited by SnellHornby (1990), translation study is "clearly defined as a sub-discipline of applied linguistics" and it was then that the concept of equivalence became a key concept of translation studies. Drawing up correspondences between two linguistic systems was one of the central tasks during this time. However, due to the incommensurabilityof linguistic systems, actual translations always involve shifts, which "result from attempts to deal with systemic differences".

Based on Cyrus (2009) as cited by Bakker *et al*. (1998) states that there are many theories of translation at the time also included a systematisation of such translation shifts. According to Hosseini-maasoum (2013), Catford considers equivalence as the basis upon which source language textual material is replacedby a target language textual material. In Catford's model, this can be achieved through either formal correspondence or textual equivalence. Formal correspondence implies a comparison between thelanguage systems but not of specific source text-target text pairs. When formal correspondence is not possible, Catford suggests aiming for textual equivalence, which can be carried out through the translation shifts.

Although the terms *translation* and *interpretation* are often used interchangeably, by strict definition, translation refers to the written language, and interpretation to the spoken word. Translation is the action of interpretation of the meaning of a text, and subsequent production of an equivalent text, also called a translation, that communicates the same message in another language. The text to be translated is called the source text, and the language it is to be translated into is called the target language; the final product is sometimes called the "target text." Translation must take into account constraints that include context, the rules of grammar of the two languages, their writing conventions, and their idioms. In interpretation of the translation also have many misconceptions in two or more languages.

A common misconception is that there exists a simple word-for-word correspondence between any two languages, and that translation is a

straightforward mechanical process. A word for word translation does not take into account context, grammar, conventions, and idioms. Translation doesn't only have a common misconception, but also it also has some categorized.

According to Kantiastuti (2014) as cited by Venuty (2006) categories of translations can be divided into three types, they are intra-lingual translation, inter-lingual translation, and inter-semiotic translation. Intra-lingual translation is translation within the same language, which can involve rewarding or paraphrase. Inter-lingual translation is translation from one language to another. The last is inter-semiotic translation is translation of verbal sign by a non-verbal sign, for example music or image. Catford (1965) states that the meaning of shift the departure from formal correspondence in the process of going from the source language to the target language.

2.2   Types of Translation

According to Kantiastuti (2014) as cited by Catford (1978), there are three different categories in the translation in terms; the terms extend, levels and ranks. The following paragraph will explain those categories of translation.

2.2.1   Categories of Translation in terms of extend

a. Full translation, it is a translation in which every part of the source language text is replaced into the target language text material.

b. Partial translation, it is a translation in which some parts or parts of the source language text are replaced by target language text material, while the rest part(s) is kept the same as the original text.

2.2.2 Categories of translation in terms of levels

a. Total translation, the replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology/graphology by (non-equivalent) TL phonology/graphology.

b. Restricted translation, the replacement of SL textual material by equivalent TL textual material, at only one the level, either in grammar or in lexis.

c. Phonological translation, translation source language phonology is replaced by equivalent target language phonology, but there are no other replacements except such grammatical or lexical changes as may result accidentally from phonological translation.

d. Graphological translation, translation source language graphology is replaced by equivalent target language graphology, with no other replacements, except, again, accidental changes.

2.2.3 Categories of translation in terms of ranks

a. Rank-bound translation, an attempt is made always to select TL equivalents at the same rank.

b. A free translation is always unbounded equivalences shunt up and down the rank scale, but tend to be at the higher ranks, sometimes between larger units than the sentence.

c. Word-for-word translation is essentially rank-bound at word-rank (but may include some morpheme-to-morpheme equivalences).

d. Literal translation may start, as it were, from a word-forword translation, but then make changes in conformity with 11 the TL grammar (inserting additional words, changing structures at any rank, etc.), and this may make it a groupto-group or clause-to-clause translation.

2.3 Process of Translation

The translators transfer the meaning from source language to target language when doing the translation activity. But, the translation is not only about changing the meaning in the word or sentence. Besides understanding what the translation is and what should be produce in translation, the translators should know the process of translation is. Catford (1965) gives the idea on shift, namely "The change of formal structure of the source language into the target language". It is supported by in Kantiastuti (2014) as cited by Nida in Hatim (2001), she states that the process of translation consists of three stages, there are analysis, transfer and restructuring. In analyzing, the translator analyzes the source text in terms of the grammatical relationship and the meaning of the word and combinations of the word. The goal of analysis of the source text is a full comprehension of the message which is intended to convey. Then the analyzed

material is transferred in the mind of translator from the source language to the target language. After that, in the restructuring step the transferred material is restructured to make the final acceptable message in the target language. The important aim of the restructuring process is to ensure that the impact, which the translation is to have on its intended receptors, is similar to what the source text has intended. According to (Waliński) as cited by Baker (2011), a translation process is associated with equivalence and a division between literal and free translation strategies, where the literal generally refers to the translation of the target text by following individual word of the source text as closely as possible.

2.4   Translation Shift

Translation is not only the transferring something written in source language. Shift represents some changes occurring in a translation process. Translation shifts occur both at the lower level of language, for example the lexicogrammar, and at the higher thematic level of text. Translation shift is a translation method that involves replacing the source language elements into the target language without changing the meaning. J.C.Cartford (1965) divides the major types of shifts occur: level shift and category shift. Then, there are four kinds of category shifts: structure shift, unit shift, class shift, and intra-system shift. In addition to the two types of shift, based on Olfi (2017) as cited by Simatupang in *Pengantar Teori Terjemahan* (2000) suggests another type of shifts in the level of semantic: meaning shifts. As shift is a procedure of translation where some structural aspects of the text from the SL is changed in order to be

more acceptable in the TL, it can be concluded that meaning shift is the change of the semantic aspect of the SL text to be more acceptable and understandable in the TL. Meaning shifts occur because of the culture and viewpoint gaps between the SL and TL users. Thus, it is not always possible to transfer a text wholly with the exact same meaning from one language to another and meaning shifts take place in that gap. Meaning shift itself is divided again into two types: the one from general meaning to the specific meaning and *vice versa* as well as the meaning shift that is caused by sociocultural factors.

2.4.1 Level shift

Level shifts are the shifts from grammar to lexis according to Cardford in Alzuhdy, n.d (2014). It means that a grammatical unit in one language, such as the tenses of time reference, the passive meaning in a sentence, etc., has a lexical unit in another language as its translation equivalent. The tenses of time reference applied in both of examples, for the first example is "Paul has stopped eating" and its translation *Paul sudah berhenti makan*. The form "*has…ed*" in the grammatical form of "have+V3" as a unit in English grammar showing perfective is translated into Bahasa Indonesia by the lexis *sudah*.

The second example is "I am working hard" and it is translated into *Saya sedang bekerja keras*. Based on the second example, the text in the source language is found that the grammatical item *tobe+ -ing* (pattern of present Continuous Tense in English) in the source language is translated into *sedang* in target language. Therefore, the level shift in the translation is indicated by

grammar in the source language which is translated into lexis in the target language. From both examples, it can be concluded that level shift can be identified from Perfect Tense and Continuous tense patterns.

2.4.2   Category Shift

Category shift as the second type of translation shift are departure from formal correspondence to get form of equivalences between source language and target language Alzuhdy, n.d (2014). Category shift occurs when there is a change or translation shift from formal correspondence, from an equivalent form between the source language and the target language. In this case there is no need for any shifting, because each word in the source language and target language has a correspondingly formal correspondence. However, there is a more common occurrence of changes or shifts to achieve correspondence between the source language and target language. Category shift can be divided into four subtypes there are structure shift, class shift, unit shift, and intra-system shift.

2.4.2.1 Structure Shift

The first subtype of category shift is structure shift. Structure shift is the changing of words order in a sentence. It involves a change in grammatical structure between the source language and target language. According to Catford (1965) in grammar, structure shift can occur at all ranks. For example : "the red shoes" in English becomes *sepatu yang merah* in Bahasa Indonesia. Notice that there is a shift from MH (Modifier+Head) to HQ (Head+Qualifier). It can be seen

that the modifier "red" preceding the noun "shoes" is translated into qualifier *merah* (red) combined with *yang* (which).

2.4.2.2 Class Shift

Class shift as the second subtypes of category shift occurs when the translation equivalent of SL item is the member of a different class (part of speech) from the original item. Catford (1965) states that following Halliday, a class as that grouping of members of a given unit which is defined by operation in the structure of the unit next above. For example: "*medical* students" is translated into *mahasiswa kedokteran*. In this example, the adjective "medical" operating at M (Modifier) in the noun phrase structure of source language, is translated into a noun *kedokteran*, operating at Q (Qualifier) in the target language. From that example, the adjective changes into another class, that is a noun.

2.4.2.3 Unit Shift

The next subtype is unit shift. Catford (1965) states that the changes of rank (unit-shifts) are by no means the only changes of this type which occur in translation; there are also changes of *structure,* changes of *class,* changes of *term* in systems, etc. The language ranks may change among the morpheme, word, phrase/group, clause, to sentence, and sometimes even further up including paragraph and text. For example, the source expression "adept" becomes *sangat terampil*. In this example, a word (adept) is translated into a phrase (*sangat terampil*). It means that a lower rank changes into a higher rank.

2.4.2.4 Intra-system Shift

The fourth subtype is intra-system shift. Catford (1965) states that intra-system shift is the shift occurs internally, within a system, that is for those cases where the source language (SL) and target language (TL) possess systems which approximately correspond formally as to their constitution, but it does not occurs when translation involves the selection of non-corresponding term in the target language (TL) system. Moreover, in each language, the system is one of two terms, they are singular and plural and these terms are also regarded as formally corresponding. For example, "Tourists pay attention to the exhibition" is translated into *wisatawan menaruh perhatian kepada pertunjukan itu*. From the example, it can be found that there is departure from the source language into target language. There is corresponding plural form for tourists through a repetition of the word *wisatawan (wisatawan-wisatawan)* in Indonesia, but the Indonesian language system shows it in a singular form *wisatawan*.

2.5   Previous Study

In the previous study, the researcher uses some researchers that related to this topic that may be able to support this research. The first is "Encouraging Students' Independency To Write Through The Analysis of English-Indonesia Translation Shift in "The Luncheon" by Dewi (2016). She analyzes about some theoretical reflections about translational process and review about a short story "The Luncheon". The result of this research shows that all types of shift are found in the translation of the short story. The most frequently-occurred shift is the

structure shift (56.9%). Further, the result of the analysis can be applied as a mean to teach English writing for college students that it deals with analyzing and comprehending both SL and TL grammatical system as one important aspects of writing. This is a qualitative descriptive research because the researcher provides the verbal description of the translation shift phenomenon occurred in the translation of "The Luncheon" by employing Catford's classification of shifts. The object of this research is the original short story of *"The Luncheon"*. The key instrument of this research is the researcher herself. The researcher observes, identifies and classifies the shifts which are found in *"The Luncheon"* by employing Catford's theory of translation shift.

In the first previous research above, the researcher found the similarities and the differences. The similarities are the researcher using the qualitative descriptive research and the key instrument of this research is the researcher herself. The differences are the researcher analyzes all the types of the translation shift. Besides that, the researcher only discuss about level shift and intra-system shift. Then, the researcher was taken the data in a short story entitled "The Luncheon" as an interesting media for some theoretical reflections about translational process.

Another study about translation is entitled Category Shifts In the English Translation of Harry Potter and the Philosopher's Stone Movie Subtitle into Indonesia (An Applied Linguistic Study) written by Herman,Pd (2014). He analyzes about category shift in the English translation. This research is conducted in order to find out the shifts in movie subtitle of Harry Potter

especially for the Harry Potter and the Philosopher's stone Movie Subtitle into Indonesia. The data of this research were taken from the movie subtitle of Harry Potter from English into Indonesia by Togap. The data source was taken from the subtitles of Harry Potter and the Philosopher"s stone movie. The writer analyzed the texts from subtitle and tried to find out the shifts in translation from Source Language (English) into Target Language (Indonesian) as the data to be analyzed. For the technique of collecting the data the writer chose one of them because the writer had analyzed and found that it was the best of all. The writer himself took the texts from subtitle and analyzed them based on the shifts. The data discussed above only 50 percent of 100 percentage of the subtitle as sample to be shown as analysis. They are chosen as sample due to show that there are shifts used to any subtitle, especially in the movie of Harry Potter and the Philosopher"s stone. Finally, after analyzing the data, the second researcher found that the dominant category shifts used in the subtitle of Harry Potter and the Philosopher's stone movie subtitle is Unit Shift and the next dominant is structure shift. In the second previous research, the researcher also found the similarities and the differences. The similarity is the researcher uses the theory of Catford to analyze the data. The differences are the researcher analyzes about all the types of category shift, even the researcher only focus to one kind of category shift, intra-system shift. Another of differences are the researcher uses the qualitative descriptive research and quantitative research. Then, the data source was taken from the subtitles of Harry Potter and the Philosopher's stone movie.

2.6   Theoretical Framework

There is an existing theoretical framework in research as a guide for the researcher. Based on the researcher's observation, the researcher takes from the theory of Catford that has been mentioned above:
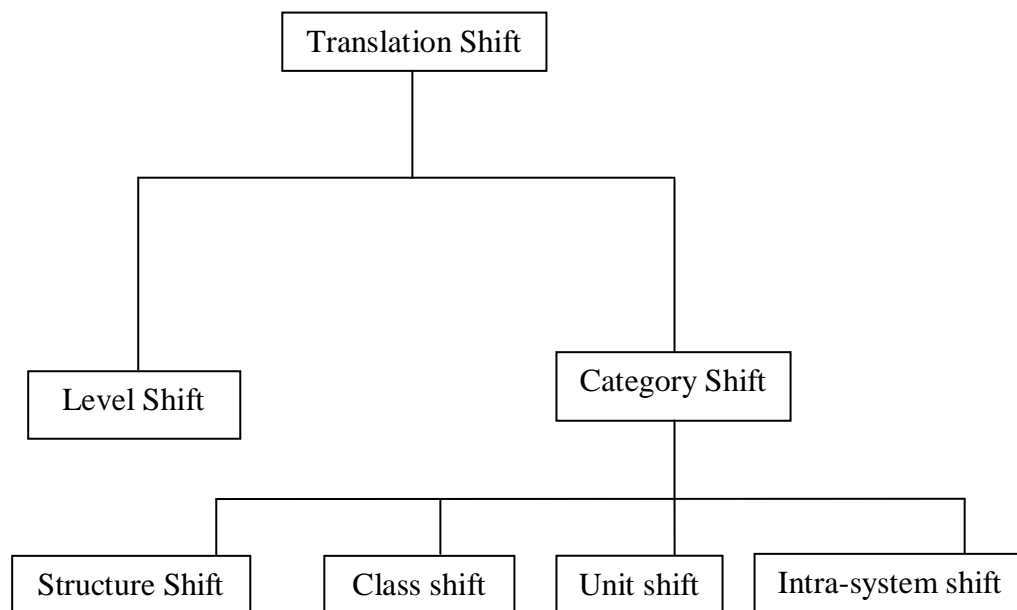
Figure 2.6 Theoretical Framework

Adopted from (Catford)

Based on the figure 2.6, the researcher preferences to theoretical framework because it is more often focus on the use of translation shift based on the characteristics in Biology Book Bilingual *Untuk SMA/MA Kelas* X by Nunung Nurhayati. Thus, the framework shows word formation process of translation shift which adopted from Catford (1965).

According to Catford, the translation shift consists into two types, they are level shift and category shift.

Catford (1965: 73) states that:

"By 'shifts' we mean departures from formal correspondence in the process of going from the SL to the TL .Two major types of'shift' occur: level shifts and category shifts".

Then, the category shift is divided into four subtypes, they are structure shift, class shift, unit shift and intra-system shift.

Kantiastuti (2014: 2-3) as cited by Catford (1965) states that:

"The kinds of grammatical changes in category shifts include structure shift, class shift, unit shift, and intra-system shift".

In this research, the researcher only focuses into two parts of the translation shifts, they are level shift and intra-system shift. Based on the theoretical framework above, the researcher is interested to analyze only two parts of translation shift, level shift and intra-system shift because there are many difficulties to understand the meaning of biology technical terms in English that related into those parts.