CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Review of Related Theories

In this research, I used category shift by J.C Catford as the main theory, and I also used several theories such as translation methods by Newmark and quality assessment by Nababan.

2.1.1 Translation

Translation was the process of changing the language to match the language of each country so that we can communicate clearly, if we do not understand a language other than our mother tongue and do not learn how to translate correctly according to our language that we understand, this translating activity will become even more difficult. Therefore, several professionals offer various theories of how to translate in order to help us better understand the translation process. Translation according to (Catford, 1965) "The replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (p.20). In the perspective of Nida (1969) "Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in

terms of style" (p.12). (Newmark, 1988) defines translation: "Rendering the meaning of a text into another language in the way that the author intended text" (p.5). As a result, translation was a process that resulting in a set of languages in the target language that have been suited to the source language's meaning and style.

2.1.2 Shift

The theory described by (Catford, 1965:73) called shifts which explains shifts in some structure of words, phrases and sentences in a translation. In a few sentence of translated there were shifts because shifts usually happened when a sentence transferred from one language into another language. Catford divides shifts into 2 shifts, the first was level shifts which generally occur in grammatical and vocabulary shifts.

SL: She is eating.

TL: *Dia sedang makan.*

In the example above, to be + v-ing (grammar) in English was translated into Indonesian with the word *sedang makan*.

The second was category shifts which prioritizes freedom in translation because it has several shifts that show the translation does not look like a translated language because it follows the rules of writing too much. Category shifts were divided into 4 :

1. **Structure Shift**

This shift most often appears in various levels of words, phrases, clause and sentences. An example of this shift in the source language (SL) was translated word by word but the grammatical in target language was different place, because in target language (TL) the translated should feel natural to read by the audience.

SL: **Your message has been sent**.

TL: ***Kami telah mengirimkan pesan anda***.

The example above proves the existence of a structure shift with the phrase ***pesan anda*** that was translated in the last of the sentence that in the source language the phrase ***your message*** was in front of the sentence.

2. Class Shift

This shift occurs when the word class in source language (SL) was translated into other word class in target language (TL).

SL: When you know she is feeling **blue**, just leave her alone.

TL: *Ketika kamu melihatnya **bersedih**, tinggalkan dia sendiri*.

The example above explains the difference in word classes, the word ***blue*** in source language was a noun but in target language the word blue was translated into ***bersedih*** that the class of word was adjective.

3. Unit Shift

This shift was almost the same as a structure shift, the difference was the level of rank of any linguistic items in the source language (SL) was change into another rank of any linguistic items in target language (TL), that could be higher to lower or lower to higher. According Yosa Abduh Alzuhdy (2014) "Machali (2000), like many other linguists, states that every language has a pattern or grammatical system that contains a hierarchy of five language units, namely: (1) morphemes; (2) words; (3) phrases; (4) clause; and (5) sentences. Furthermore, at a higher level, we can identify (6) paragraphs and (7) text (p.20-23)". When the translation is carried out, there is a change at the level of the language unit from SL to TL expressions, a unit shift or rank shift occurs. For example, two words in the source language (SL) can become a single word in the target language (TL).

SL: I don't like **your attitude**.

TL: *Aku tak suka **sikapmu***.

The example above explains that there was a phrase in source language ***your attitude*** that consists of words ***your*** and ***attitude*** and it was translated into the word ***sikapmu*** in target language.

4. **Intra System Shift**

This shift occurs in cases involving the internal system of language formation in translation. Internal system were include the formation of singular and plural words.

SL: *People* often think negative about her.

TL: *Orang* sering berpikir negatif tentang dia.

In the examples above the word *people* was referred to more than one person, but in the target language *orang* means one person. According to *Oxford Dictionaries* the word *people* was plural.

2.1.3 Translation Method

(Newmark, 1988)described the translation as rendering the meaning of a text into another language in the way that the author intended text (p.5). Newmark explained that the translator was in control in terms of translating for the translator's own work, the translator can change the translation according to the translator's intent into the target language (TL) from the source language (SL).

There were 8 methods that Newmark described:

1. Word for Word Translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order was preserved, and the words translated singly by their most common meanings, out of context. Cultural words were translated literally. The main use of word-

for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.

SL: **I like watching a movie**.

TL: *Saya suka menonton sebuah film*.

The sentence above was translated word by word according to *Exclusive Dictionary English-Indonesian Indonesian-English by Drs. Rudy Hariyono* the morpheme *I* means *saya*, the word *like* means *suka*, the word *watching* means *menonton* (v+ing), the article *a* means *sebuah*, the word *movie* means *film*. In target language the translation was translated by the structure of source language.

2. **Literal Translation**

The SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

SL: **The weather is so beautiful** today.

TL: *Cuacanya sangat indah hari ini*.

If we translated by used word for word according *Exclusive Dictionary English-Indonesian Indonesian-English by Drs. Rudy Hariyono*, the sentence above was *Ini cuaca adalah juga bagus hari ini* but in this example the grammatical constructions of the target language

was different because the translation follow the target language's culture.

3. Faithful Translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

SL: **Mr. Bean** is too smart in knowing something.

TL: ***Tuan Bean*** *sangat pintar dalam mengetahui sesuatu*.

According to *Exclusive Dictionary English-Indonesian Indonesian-English by Drs. Rudy Hariyono* the word ***bean*** in target language means *kacang* but in this example the word ***bean*** was referred to a person's name that ***Mr. Bean***. The translator consist used the word ***bean*** in the target language for the target language's culture.

4. Semantic Translation

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, compromising on 'meaning' where appropriate so that no assonance, wordplay or repetition jars in the finished version. Further, it may translate less important cultural

words by culturally neutral third or functional terms but not by cultural equivalents - une nonne repassant un corporal may become 'a nun ironing a corporal cloth' - and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncom- promising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

SL: He is **book-worm**.

TL: *Dia seorang **kutu buku***.

Example sentences in the target language (TL) the phrase ***book-worm*** was translated into ***kutu buku*** that so unnatural and little awkward because the translator keeping the writer's language. The phrase ***book-worm*** could be translated as *orang yang suka membaca buku*.

5. **Adaptation**

This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

SL: **Then a mile of warm sea-scented beach;**

Three fields to cross till a farm appears.

TL: *Lalu satu mil dari lautan yang hangat-aroma pantai;*

Tiga tanah lapang harus kulewati sampai bertemu dengan

ladang.

The example above was a poem by Robert Browning called *Meeting at Night*. The translation in target language was adaptation from source language and the target language was follow target language's culture for the language.

6. **Free Translation**

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually, it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all.

SL: The flowers **in the garden**.

TL: Bunga-bunga **yang tumbuh dikebun**.

The phrase *in the garden* was translated into *yang tumbuh dikebun*. The phrase *yang tumbuh* was addition by the translator in target language because *in the garden* means *dikebun* and there wasn't word or phrase or sentence that described about *yang tumbuh* in the source language.

7. **Idiomatic Translation**

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. (Authorities as diverse as Seleskovitch and Stuart Gilbert tend to this form of lively, 'natural' translation.)

SL: It's **a piece of cake** to learn English if you practice everyday.

TL: *Sangat mudah* belajar bahasa Inggris jika kamu mempraktikannya setiap hari.

A piece of cake usually translated into *sepotong kue* in Indonesian, but in this example *a piece of cake* was referred to *sangat mudah* that means was to easy to do something. This example was one of the idiom sentence because the translation was natural to read in target language.

8. Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.
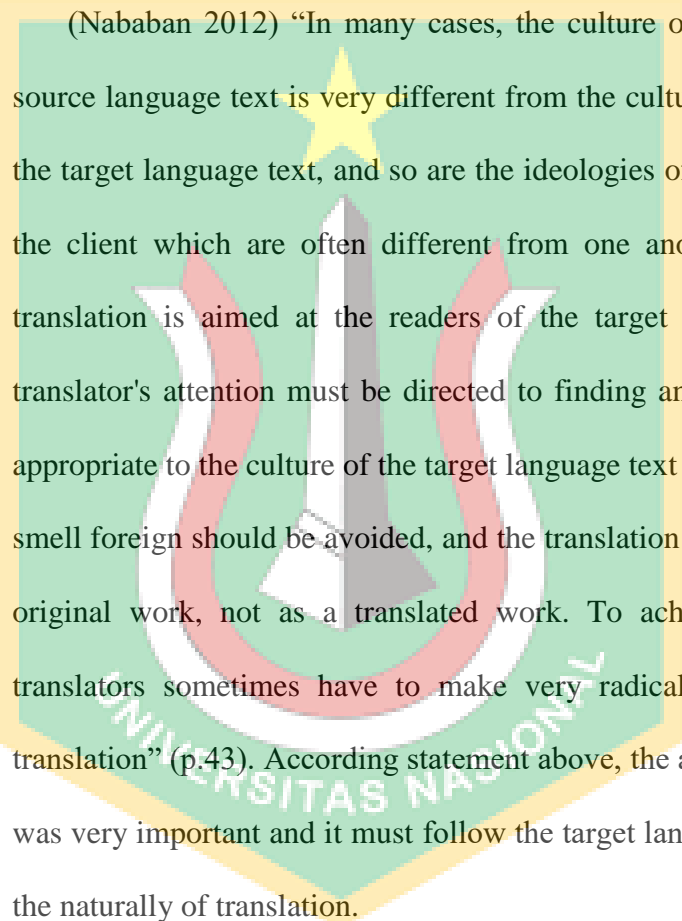
SL: **Keep off the grass!**

TL: *Dilarang menginjak rumput!*

The example above was categorized into communicative translation because in target language *dilarang menginjak rumput* was

referred to people around the grass that wasn't allowed to step on the grass.

2.1.4 Quality Assessment

(Nababan 2012) "In many cases, the culture of the writer of the source language text is very different from the culture of the reader of the target language text, and so are the ideologies of the translator and the client which are often different from one another. Because the translation is aimed at the readers of the target language text, the translator's attention must be directed to finding an equivalent that is appropriate to the culture of the target language text reader. Things that smell foreign should be avoided, and the translation should feel like an original work, not as a translated work. To achieve such a goal, translators sometimes have to make very radical changes in their translation" (p.43). According statement above, the activity of translate was very important and it must follow the target language's culture for the naturally of translation.

"This translation quality assessment model is intended as an instrument to measure the quality of the translated text from English into Indonesian. The measured translation quality includes the level of accuracy of message transfer, acceptability and the level of readability of the translated text" (Nababan, 2012)

2.1.4.1 Accuracy:

Category Translate	Score	Qualitative Parameters
Accurate	3	The meaning of word s, technical terms, phrases, clauses, sentences, or source language texts is accurately transferred into the target language; there is absolutely no distortion of meaning.
Less Accurate	2	Most of the meanings of words, technical terms, phrases, clauses, sentences, or source language texts have been accurately transferred into the target language. However, there are still meaning distortions or double meaning translations or there are meanings that are omitted, which disrupt the integrity of the message.
Not Accurate	1	The meanings of words, technical terms, phrases, clauses, sentences,

		or source language texts are inaccurately transferred into the target language or deleted.

2.1.4.2 Acceptability :

Category Translate	Score	Qualitative Parameters
Acceptable	3	Translation feels natural; the technical terms used are commonly used and familiar to the reader; phrases, clauses and sentences used are in accordance with the rules of the Indonesian language.
Less Acceptable	2	In general, the translation feels natural; but there is a slight problem with the use of technical terms or a few grammatical errors.
Unacceptable	1	The translation is not natural or feels like a translation work; the technical terms used are unfamiliar and unfamiliar to the reader; phrases, clauses and sentences used

Category Translate	Score	Qualitative Parameters
		are not in accordance with the rules of the Indonesian language.

2.1.4.3 Readability :

Category Translate	Score	Qualitative Parameters
Readability	3	Words, technical terms, phrases, clauses, sentences or translated texts can be easily understood by readers.
Less Readability	2	In general, the translation can be understood by the reader; but there are certain passages that must be read more than once to understand the translation.
Unreadability	1	Translation is difficult for readers to understand.

According to Nababan (2012) to assess a sentence, these following criteria that raters are needed:

1. For the level of accuracy, the requirements that must be met are: First, a professional and experienced translator in the field of translating scientific texts from English into Indonesian. Second, having good translation

competence, which consists of linguistic competence, discourse competence, cultural competence, scientific competence, strategic competence and transfer competence, and third, translators who have declarative knowledge and good procedural or operative knowledge.

2. For the level of acceptance, the requirements that must be met are: First, mastering the use of standard Indonesian grammar. Second, mastering the field of knowledge of the translated text, and third, familiar with technical terms in the field of the translated text being assessed.

3. For the level of readability, the criteria that must be possessed are being able to read and understand Indonesian texts well and be an ideal reader of a translated text being assessed.

2.2 Previous Studies

There were journals that I used as references; The first research was entitled *"Translation Shift of Indonesian Translation in Diary of a Wimpy Kid by Jeff Kinney"* was analyzed by Maydina Rizqi from UIN Syarif Hidayatullah Jakarta in 2017. In this research, the researcher analyzed the class shift which were found in English to Indonesian translation. The objective of this research was to find out the types of class shift and investigates the class shift that can be occur in novel "*Diary of a Wimpy Kid"* and the translation *"Diary si Bocah Tengil"*. The theory of class shift used in this research was based on translation shift theory by J.C Catford. In this research, the researcher only focused on

analyzing the changing of word class. The researcher used qualitative descriptive methods. The researcher read all chapters from the English and Indonesian novel then comparing the data where the class shift from source language to target language occurs. As the result, the researcher found 14 data. The researcher concluded that there were many classes shift occurs in this research. From several class shifts the most class work that appears in verb class. There were 7 data that contained the changing of verb class such as 2 data verbs into noun, 2 data verbs into adverb, 3 data verbs to adjective. In this previous study, the equation in this research is in researching using shift theory by Catford. The difference was that this previous study only focused on class shifts.

The second research entitled *"A Translation Shift Analysis of Noun Phrase in Subtitling of Ice Age 4 Movie by Sagaz Net"* was analyzed by Edy Sunarto from School of Teacher Training and Education Muhammadiyah University of Surakarta in 2015. This research aimed to identify the translation shifts of noun phrase found in the subtitling of Ice Age 4 movie by sagaz net and to described the equivalence of noun phrase subtitling found in the Ice Age 4 movie by sagaz net. The data in this research were English and Indonesian movie subtitling. The data source was in Ice Age 4 movie subtitle containing noun phrase. The type of this research was descriptive qualitative research. The writer used documentation technique to collect the data and the collected data were analyzed by using comparison technique. The result of this research showed

that first, there were four types of translation shift of noun phrase, i.e. First, from 404 data, there were 198 data or 48,9% belong to level shift of noun phrase, 157 data or 39% belonged to structure shift of noun phrase, 18 data or 4,5% belonged to translation shift of noun phrase to another phrase, and 31 data or 7,6% belong to intra system shift of noun phrase. Second, there were 399 data or 98,7% belong to equivalent translation and 5 data or 1,3% belong to not equivalent translation. In this previous study, the equation in this research was in researching by using shift theory by Catford. The difference was in this previous study only focused on noun phrases in shifts.

The third research entitled *"An Analysis of Category Shifts in The English-Bahasa Indonesia Breaking Dawn Movie Texts"* was analyzed by Herdani Kantiastuti from English Language and Literature Study Program Faculty of Languages and Arts Yogyakarta State University in 2014. This study aimed to describe the category shifts that occur in the English Indonesian texts of the Breaking Dawn movie. It also aimed to describe the reasons for using of those category shifts and to describe the influences of those category shifts on transferring the messages of the source language. This was a descriptive qualitative and quantitative study, applying the content analysis method. The source of the data was English-Indonesian texts of Breaking Dawn movie. The data were analyzed using the content analysis technique. The researcher analyzed the occurrence of category shifts in the movie. The types of category shifts analyzed were structure shift, class shift, unit shift, and intra system shift.

The data were put into a table of the data sheet. The researcher compared sentence to sentence between the source language and the target language. The technique to gain validity of the data and the findings was by having regular analytical discussions with the researcher's consultant and by sharing with other shifts in order to compare the researcher's analysis by conducting deep analysis. The findings of the study show that there were four types of category shifts that occur in the subtitling text of the Breaking Dawn movie. They were structure shift, class shift, unit shift and intra-system shift. The structure shift has the highest frequency, that is 79 cases or 50.7 %. It happens because the grammatical systems between the source language and the target language were different. The intra system shift has the lowest percentage, that is 8.6 %. The frequency of unit shift is 30 cases or 21.7%. It proves that there were no correspondences between the source language and the target language. The frequency of class shift is 26 cases or 19%. Those category shifts occur because the grammatical systems of the SL and TL were different, so the translator was dictated by the target language. The second reason was to clarify the meaning in order that the message was easily understood by the audience. Another reason was to achieve the efficiency because this was subtitling process limited by the time and the space of screen. Those category shifts result in different degrees of equivalence. They were complete, increased, and decreased meaning. The complete meaning has the highest percentage, that was 75.3%. The percentage of increased meaning was 13% and the percentage of decreased

meaning was 5.3%. Different meaning has result 4% and no meaning occurs 2.4%. It means that the messages of the source language were transferred as equivalent as possible in the target language. It can be concluded that shift was used to get the accurate and natural translation. From this previous study and this research both discuss the existence of a shift category in the text of the film script. The difference was in this previous study using degrees of equivalence, while in this study it was more inclined to research the quality assessment.

2.3 Theoretical Framework

The main theory that I used in this research was category shift by Catford (1965), this category shift helped to categorize the structure shift, class shift, unit shit and intra system shift in sentences, clauses, phrases and words that were in sentence of the source language that translated into target language. Translation method by Newmark (1988) also as main theory in this research, the translation method helped to categorized the method in the sentence of source language that translated into target language that include into datum in chapter IV. The quality assessment by Nababan (2012) helped to measure of the sentence about accuracy, acceptability and readability.