

## Indonesian into English translation shift in *Maryam* novel as the examples of teaching translation

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**Abstract:** Translation process and result can be used as teaching medium for translation practice. This article is a research result of Indonesia into English translation that was applied in teaching translation practice. The purposes of this article include classifying translation shifts and describing teaching on translation practice. The data are collected by comparing Indonesian and English novel of *Maryam* into *The Outcast*, which includes sentences containing shifts found in the novels. Based on the analyzed data, the results indicate that there are four translation shifts. They are a category, intra-system, level, and structure shift. The steps in teaching translation are (1) the students were asked to translate ten pages of *Maryam* novel into English; (2) the result of the translation were revised in class discussion; (3) the students were asked to revise their translation; (4) the lecturer explained translation shifts by giving examples; (5) the students were grouped in pairs and were asked to classify the translation shifts produced by their partners; (6) the lecturer facilitated the discussion by explaining the previous research result; (7) all students wrote the summary of the translation shifts they found. By doing all the seven steps in three meetings, the students classified translation shifts correctly.

Keywords: translation, translation shift, teaching, pedagogical application

### Introduction

Translation is the process of transferring the message of the source language into target language equivalently and accurately. To grasp the similar message, a translator does not only consider the linguistic unit separately but also take into account the used translation shift. A translator uses some strategies, such as structural shift, level or unit shift, intra-system, class or category shift, adoption, adaptation, deletion, and addition. Translation shift cannot be rejected in translating one language into another because it is one of the strategies found in transferring the message of the original text into another text. Text can be in the forms of non-fiction works such as scientific and academic articles, and fictional text, such as a novel. The following is an example of translation shift found in a novel originated from Indonesia, *Maryam*, which is translated into English entitled *The Outcast*.

Source language: *Menyusuri* jalanan yang naik-turun dalam *gelap*

Target language: *Winding along* the hilly road through *the darkness*.

The sentence translation result of Indonesian into English above can be categorized into equivalent because there is no distortion of meaning. In transferring the message, the translator applied level and structure shift. The level shift is done from word *menyusuri* into phrasal verb *winding along* and adjective *gelap* into noun phrase *the darkness*. Besides, she also used the structure of *jalan* and translated it into a different order in English into *the hilly road*.

Based on the phenomenon above, we are interested in doing research and writing the research result in this article aiming at classifying translation shifts and describing the

application of teaching translation by using the first finding.

Before explaining the elaborate findings, the researchers intend to discuss the translation shift theory used to classify and analyze the data used in this research. Translation shift strategies are used to keep the message in the target language. They can be done in its part of the linguistic unit, meaning, and forms. There are two kinds of shift: form shift and meaning shift (Machali, 2000, p. 62-71). Form shift occurs when there are a different pattern and system of SL and TL. It means that the system, structure, and pattern of both languages in SL into TL are not similar. It will be better if the translator possesses knowledge about theories of translation, material to be translated, both cultures of SL and TL, register, socio and cultural background of the readers, both the source and target readers to accurately transfer the message of the source language. As a translator, s/he should be familiar with the social structure of both readers, register, and language varieties as McGuire state that "translator should have a perfect knowledge of both source language and target language" (1991, p. 54).

Other scholars also note the importance of understanding two different cultures and all aspects surrounding the transfer of the message from SL to TL. Razmjou mentions, "A good translator is someone who has a comprehensive knowledge of both source and target languages" (2004, p. 3). Besides, Brislin explains that "Translator should know both the source and receptor languages, should be familiar with the subject matter, and should have the facility of expression in the receptor language" (1976, p. 47). Similarly, Leonardi explains that "In fact, when a message is transferred from the SL to TL, the translator is also dealing with two different cultures at the same time" (2000, p. 2). It can be concluded that a translator should be familiar with the source and target language including the socio-cultural background of the text, translation theories, genre of text s/he should translate, have broad knowledge, and the target reader background. The translator should master related computer programs that s/he will use later, can communicate through the internet and other electrical communication gadgets,

understand the text s/he should translate and have many experiences on translation. All factors related to a translator's background will have a significant influence on their translation quality.

Nababan et al. (2012) state that to reach the translation quality, we should look into three aspects: accuracy, acceptability, and readability. The accuracy could be achieved if the translated texts correlate with linguistic units, its context, and the author's style. Furthermore, spoken or written text would be easy to be understood if it has the appropriate diction with its context, the target readers do not disobey the rules, and has a good texture so that the readers can feel the cohesion and coherence of the text. In this case, the translation can be known as accurate when the message from the source language can be conveyed precisely in the target one.

Besides accuracy, acceptability is essential in expressing the message in a target text. Newmark (1988) states that high acceptability level of translation usually expressed naturally and used precise terms, diction, punctuation, and no difficulty in understanding it. Furthermore, it is explained that acceptability is not universal since it is closely related with the relationship between the authors, readers, the specific theme brought in the text, and the setting. A particular word might be familiar to be used in scientific works, but it might not be suitable for a literary one. Therefore, the writer has to be able to decide which word to be used within a general point of view.

The statement above is also emphasized by Farhathe l and Al-Masri, in which they explain that "target language readers' responses will be important for deciding whether a certain translation is successful or not. That is to say, by studying the target language recipients' responses, a given translation can be validated" (2000, p. 38). The readers' response is one of the important elements to determine the success rate of a translation, which is readability. According to Nababan et al. (2012), readability refers to how easy all elements from the translation are on being understood and grasped by the readers. There are two deciding factors for readability: (1) linguistic elements used by the translator to

convey the message from the author in the target language, and (2) the readers' skills. To achieve translation quality, the shift can also be done in translating text, both spoken and written.

Shifts in translation cannot be omitted or disregarded because translation shifts are used to ensure the equivalency of the message. They can be elaborated into class or category shift, intra-system shift, level or unit shift, and structure shift. Catford (1974) divides the translation shift into level shifts and category shifts. Category shifts are divided into structure shifts, class shifts, unit shifts, and intra-system shifts. Category shift is the changes of word category or class of word into other class of word in another language. Catford explains that "class shifts occur when the translation equivalent of an SL item is a member of a different class from the original item" (1974, p. 78). Similarly, Catford in Shuttleworth states that "class shifts is a type of category shift which involves translating an SL item using a TL item belonging to a different grammatical class" (1997, p. 18). Intra-system shifts occur when there is a different system between SL and TL. English grammar needs plural marks such as *-s* and *-es*, for example in *The teacher needs three books. Three books* show that there is two markers of a plural noun, they are *three* and suffix *-s*. It will be different with Indonesian grammar, *tiga buku* has one marker *tiga*, and it does not need suffix *-s* as in English. The level shift occurs when there is a change from one linguistic form in a source language into another different level of the linguistic unit in the target language. Catford reveals his idea of "unit shift involves changes of rank—that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL" (1974, p. 79). Supporting Catford's theory, Shuttleworth also affirms that "structure shift is a type of category shift which involves a change in grammatical structure between ST and TT" (1974, pp. 159-160). Structure shift is associated with changes in grammar order or a different type of sentence from SL into the TL. Structure shift can occur from an active sentence into passive or from imperative to question. The different word order between SL and TL can be discussed in a structural shift. Therefore, the translator usually uses those shifts to transfer the message of the source language into the target language.

## Method

This paper is a result of descriptive qualitative research in translation study. The data are all translation shifts found in the translation of *Maryam* into *The Outcast*. The other data are relevant information taken from the interview with English students as the informants. The technique used to collect the data are content analysis and in-depth interview. The data are analyzed by using the Catford theory of translation shift supported by Spradley theory (2006).

## Finding and Discussion

From the analyzed data, the results can be categorized into translation shift and teaching translation practice by using the first finding.

### Translation shift in *Maryam* into *The Outcast*

Translation shifts used by the translators in the novel are category shift, intra-system shift, level shift, and structure shift.

#### 1. Category shift

Category shift is the changes of word category or class of word into other class of word in another language.

0038/M/015/TO/011

Source language: Ini tangisan pertamanya, sejak Palu perceraian diketok hakim seminggu lalu.

Target language: It was the first time she had cried since the judge's gavel had finalized her divorce a week ago.

The translation from Indonesia into English above is accurate or has no different message between the two sentences. In this case, the translator uses category or class shift from noun *tangisan* into verb *cried* to do it. It means that the category shift does not reduce the meaning of the whole context.

#### 2. Intra-system shift

Intra-system shifts occur when there is a different system between SL and TL. English grammar needs plural marks such as *-s/es* and requires continuous for verb+ing or participle marks in verb+ed. The following analysis example explains this shift.

0025/M/014/TO/010

Source language: Sengaja dia *memilih* yang ada di selatan, di pinggir pantai yang talk terlalu banyak didatangi orang.

Target language: She had deliberately chosen a hotel located at the island's south, on the beach that didn't get too many visitors.

There are two intra-system shifts in the translation above. This shift occurs in the verb *memilih* into *choosing*. The translator did this because she comprehended that the story happened in the past. She changed *memilih* into English past participle form of (had) *chosen*.

0039/M/015/TO/011

Source language: Perkawinan yang umurnya belum genap lima tahun itu karam.

Target language: The marriage had lasted less than five years.

From both sentences, we understand that there is a different system seen in expressing *lima tahun* into *five years*. In English, there are two plural markers of five and suffix -s but only one plural marker for Indonesian, word *lima*.

0062/M/016/TO/012

Source language: Sedang senang-senangnya berbelanja baju-baju baru, memories wajah tiap pagi, pergi ke salon sebulan sekali.

Target language: She loved buying new clothes, putting on makeup every morning and going to the salon once a month.

The above intra-system shift is used by the translator to get similar message of target language to source language. The verb *pergi* is translated into *going* because of the agreement position of verb -ing after verb *love*, which is in *loved buying, putting, and going*.

### 3. Level shift

Level shift is the translation strategy used in different linguistic unit between source language and the target language but no different message of the two linguistic units.

0018/M/014/TO/010

Source language: Matahari hampir tenggelam saat Maryam keluar dari bandara, masuk taksi, lalu menyusuri jalan raya.

Target language: The sun had almost set by the time Maryam had left the airport, gotten into a taxi and driven off.

In translating Indonesian sentence into English, the translator attempted to grasp the similar message of the source language into the target language by using a level shift of word into a phrase. The word *keluar* is translated into *had left*, *masuk* into *gotten into*, and *menyusuri* into *driven off*. By using three level shifts, the translator kept the same message of the two sentences.

0021/M/014/TO/010

Source language: Taksi terus berjalan ke selatan.

Target language: The taxi continued heading south.

The two sentences have similar message although two level shifts done by the translator from verb phrase *terus berjalan* into *continued* and noun *taksi* into noun phrase *the taxi*. The verb phrase *terus berjalan* functions as the predicate for subject *Taksi*. The verb *also continued* functions as the predicate of subject *The taxi* in the form of noun phrase. The noun *taksi* was translated into noun phrase *the taxi*.

### 4. Structural shift

Structure shift occurs when word order of the target language structure is dissimilar to the source language order, such as in the following example.

0059/M/015/TO/012

Source language: Dua puluh empat tahun usia Maryam saat itu.

Target language: Maryam was only twenty-four at the time.

Structure shift is conducted by the translator to make the English structure looks more natural. The position of Maryam in the two sentences is different. *Maryam* in the source language is in the second part, while *Maryam* in the target language is in the first position as subject of the sentence. Also, the adverbial phrase of *dua puluh empat tahun* is translated into *twenty-four* in the different position but has no different meaning between the two sentences.

### **Teaching translation practice by Applying Translation Shift**

The first finding can be applied in the teaching of translation practice. The teaching steps of translation were started from (1) explaining the concept of translation, translation principles, translation strategies to grasp similar message including a translation shift, and translation quality. Next steps (2) the students were asked to translate ten pages of *Maryam* novel into English; (3) the translation result was revised in class discussion; (4) they were asked to revise their translation; (5) the lecturer explained translation strategies to grasp translation quality and translation shift is one them. In elaborating translation shifts. The teacher showed some examples of translation shift taken from the first research result in detail. Sixth step (6) the students were grouped in pairs and were asked to classify the translation shifts produced by their partners' translation; (7) the lecturer facilitated class discussion by explaining more the first research result; (8) all students were asked to write their summary of the translation shift they found. By doing the steps in three meeting, the students classified translation shifts correctly. Other steps, (9) the teacher asked students to choose three paragraphs from *Maryam* novel and practice translating the paragraphs into English. After the translating the text, (10) they were commanded to translate the two paragraphs three more times in different meetings. Then, (11) they were more asked to analyze the translation shifts of their translation work. Finally, (12) the students practiced translating different paragraphs from *Maryam* two more times. This constant translation practice was conducted to achieve more accurate translation from the students. During the last practice, (13) they were asked to analyze the translation shift. The final result showed that they did well.

### **Conclusion**

Based on the analysis of the data on the finding above, it can be concluded that the translation of novel *Maryam* into *The Outcast* is accurate. In achieving the accuracy, the translators used four shifts. They are class/category shift, intra-system shift, unit/level shift, and a structural shift. This first finding can be used as examples of teaching translation subject. The teacher asked the learners to practice Indonesian text into English to familiarize them with doing the translation.

Next, they are asked to analyze the translation shift of their friends' translation work and their result. Finally, they are able to translate accurately and to understand translation shifts well.

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