

CHAPTER II

LITERATURE REVIEW

In this chapter, the theoretical review of language, the theory of translation, shift, the technique in translation, and the related studies are exposed to give a clear-cut boundary of this research.

A. Theoretical Review

1. Language Concept

People around the world deliver their message through language. Every language has its own uniqueness. The characteristics of language might be slightly different or even totally different. Sapir, as cited in (Bassnett, 2002:51), states that language is a guide of social reality. Other than that, language is known as an arbitrary sign. Considering the language as an important aspect of life, language thus has many definitions. It can be referred to as the tool of communication, as the sign, and system. According to De Saussure in Chaer (2007:13) language plays a role as parole, langue, and language. Parole refers to the utterance that is made by the speaker, langue is an abstract object of language system itself, and language is the most abstract object because of its universality. So language is like a phenomenon that assort the sound, culture, and meaning. To deal with, Kridalaksana (2009:9) states that language is divided into three sub-systems namely phonology, lexical, and grammatical sub-system. Thus, the researcher focused on the grammatical sub-systems as part of this research. In line with it, Jacobson in Bassnett (2002:23) divides the language into three categories, Interlingual, intralingual, and intersemiotic. Furthermore, interlingual is divided into

multilingual and bilingual. Thus, the research focuses on the interlingual language system since it is a written one.

Language as functional view, the perspective sees language as the vehicle for communication (Richards & Rodgers, 1999:35). Language, furthermore, is the key aspect in communication both verbal and written. The arbitrariness of language engages translation as one of the ways to understand the concept of other languages. Yulianto & Setiawan (2018:257-258), state that translation is used by the students to understand the text of other languages, it is begun with understanding the text textually, then contextually. Understanding the text that most of the students do first is translating the text word by word, then their knowledge and feeling of language is increased, so they begin to translate the text thoroughly in one sentence or even in a paragraph.

As it is mentioned earlier, that one of the ways to understand language is translation. It occurs textually and then followed by understanding the context of the text. In this era, language is varied, which means in order to understand global communication, language must be acquired. However, acquiring a language is not that simple for some people. Fortunately, the idea of translation can be a helpful idea due to this global society issue. It is widely known that translation plays a crucial role in various aspects. Trough translation people can go beyond the language barrier. The need for knowledge become the reason for the development of translation, moreover, nowadays, this study has been the major concern of the study. Translation, however, is considered as a closer aspect in discourse analysis (Rosa, 2012:75-98). The discourse considered then not only in the literature but

also in science, art, education and even culture. Thus, the existence of translation brings many ideas of scholars. Those ideas spread widely in many sectors of education, art, science as well as culture. Again, language a living thing becomes the main means to be analyzed in translation. According to Chaer (2007:15-18), to build a comprehensive understanding of language, there must be a group of the word becoming a sentence. The sentence then becoming the ride of the message. Thus, to form a sentence, word, phrase, clause are needed.

As the means of communication, Bahasa Indonesia and English has a clear distinction in term of grammatical. Firstly, the clear distinction comes in terms of progressive tense, English uses “V + ing” to tell the progressive tense, while in Bahasa Indonesia is not (Rahayu, 2015:257). To tell the progressive in Bahasa Indonesia, the word “*sedang*” is used right before the verb. Besides, the use of present and past participle in English is different in Bahasa Indonesia, there is no present and past, it is simply added by “*dulu*”, “*kemaren*”, “*nanti*” and “*sedang*” to tell the act in a certain time period. Thus, the distinction between English and Bahasa Indonesia can be a problem in translation.

a. Word

As a small part of language construction, a word is defined by the Oxford dictionary (2019) as a single unit of language which means something and can be spoken or written. Kridalaksana (2008:1100) states that word is the smallest independent part of the language. Thus, word is a fundamental part of language construction. Language cannot be formed without the word. Phrases, cluses, and sentences are the further product of the word.

b. Phrase

In order to form a language, there must be word, phrase, clause, and sentence. Regardless, there is so complex process in the construction of the language itself. It is begun with word building, the process of word building starts from the compounding, prefixation, suffixation, conversion, back-formation, clipping, blends, acronyms, word manufacture, and misformation. In addition, phrases and clauses have a similar process with the word. According to Kridalaksana (2008:66), a phrase is the combination of two words or more, that is not predicative. It is categorized into noun phrase, prepositional phrase, adjective phrase, adverb phrase, and verbal phrase.

1) Noun Phrase

The noun phrase consists of a noun, it is called the head-noun with the addition of any determiners, premodifiers or postmodifiers. Premodifiers are words or phrases that transform a noun which is placed after the determiner and before the head. The rule of noun phrase in English is different though with Bahasa Indonesia. In Bahasa Indonesia, the head is placed in front of modifiers.

2) Prepositional Phrase

The prepositional phrase is a phrase consisting of a preposition and its object. The preposition is placed in front of the noun, or adverb or any other object. The prepositional phrase of English is similar to Bahasa Indonesia in which the prepositional words are placed before its object.

3) Adjective Phrase

An adjective phrase is known as a group of words consisting of an adjective and its modifiers. The components of the adjective phrase must be an adjective, either a proper adjective or an adjective that is originating from a participle.

4) Adverb Phrase

An adverb phrase is a group of words consisting of an adverb and its modifiers. An adverb is the constituent of this adverb phrase. The modifying constituents that precede the head are usually adverbs of degree it can be either intensifying or focusing adverbs.

5) Verbal Phrase

The verb group, is the compulsory constituent in verbal phrase, as it is known as the verbal phrase. The simple verb group consists of only one verb, the lexical verb, whereas the complex verb group contains one or more auxiliary verbs plus the lexical verb.

c. Clause

There is a slight distinction between clause and sentence. Clause, as it is defined, is a group of grammatical words consisting of subject and verb which has the possibility to be a sentence (Kridalaksana, 2008: 124). A clause may be independent if it expresses a complete thought through the combination of Subject plus verb, or dependent if they do not express a complete thought.

d. Sentence

Generally, the sentence is a group of words which conveys meaning. The sentence is built by the combination of word, phrase, and clause. Those things then are called constituent. According to Chaer (2007:7), the constituent is the most important part, because the sentence is a constituent with final intonation. Hence, to produce intelligible communication, a group of words or sentences are needed. The sentence can refer to the way to show a statement, command, exclamation, and question (Andersen, 2014:56). In addition, Andersen (2014) argued that there are many kinds of sentences. A simple sentence is a sentence that contains one clause while the compound sentence contains two clauses. Besides, a complex sentence contains one independent clause and one or more dependent clauses. Compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses

2. Theory of Translation

Since the study of translation emerges, it plays a very crucial role in the development of education. The scholars of translation studies claimed their theory as the best one. At the emergence of translation study, Jakobson in Munday (2012:5) divides the translation into three parts, based on language system: 1) Intralingual, 2) Interlingual and 3) Intersemiotic. Thus, as the translation of two languages—interlingual translation— is the most common translation exist. Thus, Interlingual translation is the umbrella of this study. Interlingual translation becomes a major

study since the differences among languages consequently interfere with the translation. It creates a broad study in the field of linguistics, arts, communication as well as education. Translation becomes a bridge in enlarging the knowledge since the language barrier is now can be crossed by translation.

With the development of translation studies, many scholars appeared to enrich the discussion related to this study. This development brings many definitions to this study. Regarding the word of translation, Nida and Taber said (1969:12) *“translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style.”* In addition, Newmark (1988:5) states that *“translation is rendering the meaning of a text into another language in the way that the author intended the text.”* Further thus, Catford (1965:15) says that translation is the replacement of one language to be equivalent in other languages. To complete those definitions, Larson (1984 : 3) adds, *“...translation consists of transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. Only the form changes”*

From the definitions above the translation has the same term "equivalence". The meaning, context, or message of both sources of reproducing in the receptor language, the closest natural are equivalent to the message of the source language as the concept brought by Catford (1965), Newmark (1988), Nida & Taber (1969) and Larson (1984). The message of source language must be equivalent. As the idea

of translation is to bring the idea of the author to the intended meaning in the translated version. A similar definition is also mentioned by Larson (1984: 3). He says that translation consists of translating the meaning of the source language into the target language, the translation is the exchange of Source Text into Target Text under the consideration of equivalence. Consequently, the result of translation must be transferring the meaning of the source language appropriately

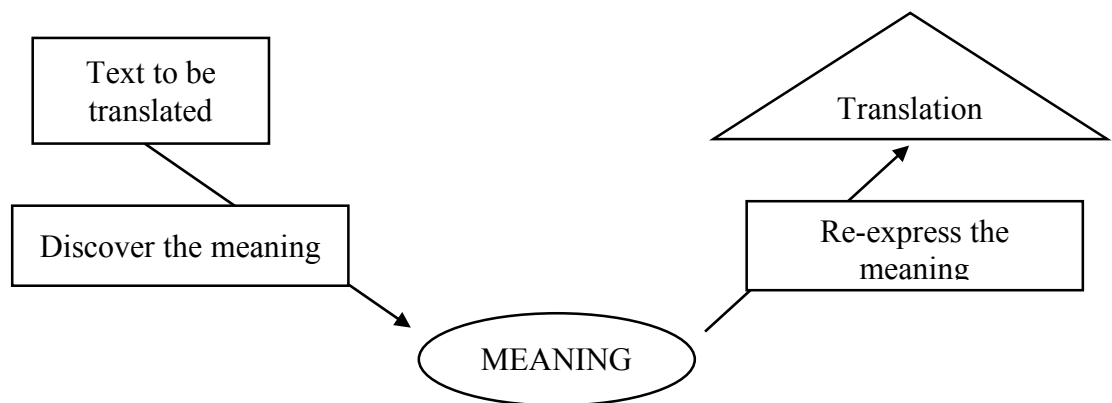


Figure 1 Translation process by Larson (1987)

Additionally, to perform a good translation, the translation must be acceptable, readable, and accurate (Nababan, et al, 2012:17). In order to make the clear meaning of source language, it is expected that the meaning of the target language can be understood by the readers. So, the result of translation must be readable. In the target language, readability is needed as it makes the readers easier to catch the content of the translation text, conversely when the translated text is not readable, it will make the readers difficult to understand the content of the text well. Therefore, Nida in Bassnett (2002:5) states that the idea of encoding and decoding must be involved to give a clear translation. Encoding and decoding are

the processes in which the text is processed to be the product of translation. It requires considerations in choosing the appropriate word in the translation.

Furthermore, as one of communication means, translation is also considered as the sign of semiotics. The idea of translational semiotics communication is brought by Tou (2008:40). So, as it is a communication sign, translation is considered as semiotics. It is the sign of people to express their thought, feeling, and messages. It is in line with the theory brought by Nida & Taber (1967:23) who state that source language must be restructured or decoded to the receptor language so it can be understood by the reader. Hence, translation goal is to maintain the idea of the source text that is transferred into the target text, therefore, the translation might be different textually since the culture and some expressions are different. However, the mechanism of translation is the same, there must be Source Text, finding the meaning, and re-expressing to Target Text.

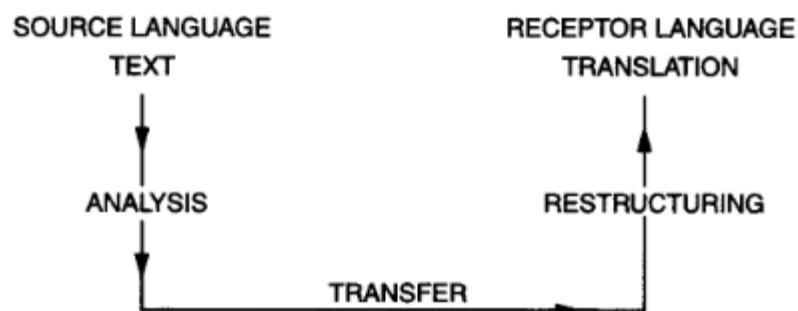


Figure 2. Translation process by Nida & Taber (1967)

This idea of translation is similar to the idea that was brought by Larson. Larson (1987:3) explains that the translation is based on the meaning, therefore discovering meaning can be different meaning as the original text by re-expressing

the meaning contextually. Meanwhile, Nida and Taber (1969:23) as the initiator of this idea used analysis which is finding the equivalence meaning. Those simple processes of translation belong to the analyst and the translator. Accordingly, translation is meant to be the bridge to cross the language barrier. Translation, therefore, designed to be meaningful and able to deliver the messages entirely. Consequently, translation requires intellectual and language competence on both ST and TT (Machali, 2015:5). It means, that the knowledge of translator toward the topic and language competence both in ST and TT are inevitable. To decode the encoding text, it needs knowledge, since the cultural terminologies among languages might be thoroughly different.

As one of the linguistics studies, translation consequently involved the idea of the rank of language. The two classifications of this categorization are a rank-bounded and unbounded translation. It is related to the rank in a grammatical or phonological hierarchy at which translation equivalence is established. An attempt in translation is made always to select TT equivalence at the same rank or one rank and it is usually called rank-bounded. In contrast, if the translation in which equivalence shifts freely up and down the rank scale, it may be termed unbounded translation (Catford, 1978:25).

Further, thus, Catford (1978:21) classifies some categories of translation in terms of the extents, level, and rank of translation. The extents of translation are classified into full and partial translation. In a full translation, every part of the ST text is replaced by the TT text material, while in partial translation, some parts of the SL text are left untranslated. Two categories of the level of translation are the

total and restricted translation. Both of them have distinctions related to the level of language involved in translation. The total translation is the replacement of the SL grammar and lexis by equivalent TL grammar and lexis with the consequential replacement of SL phonology or graphology. Whereas, restricted translation is the replacement of SL textual material by equivalent TL textual material at only one level, that is, translation performs only at the phonological or at the graphological level, or at only one of two levels of grammar and lexis (Catford, 1965:22). Hence, this idea was led by technique and technique in translating the text which was brought by Vinay and Darbelnet.

To deal with that, translation then terminologically is widely explored by the scholars, and it is concluded that both rank-bounded and unbounded translation is the consequence of the presence of Overt and Covert (House, 2015:106) Direct and Oblique (Vinay & Darbelnet in Munday,2012:85), Faithfull and Free translation (Newmark, 1988:22). Further explanation of the rank of translation divides translation into free, literal, and word-for-word translation Catford (1965:15). The free translation is an unbounded translation where the equivalences move up and down the rank scale. This translation tends to have a higher rank than the source text. Word-for-word translation is a rank bound translation at word rank. This kind of translation achieves equivalences including morpheme equivalence. A literal translation is positioned between free and word-for-word translation. It may start from word-for-word translation then make changes or adjustments in the target grammar (Catford, 1965:25). Thus, translation is the change of certain language to another language in order to lead the reader into the right understanding as what the

author is trying to explain in the original language of the text. This goal can be reached by two main ideas which are the translation that is focused on the ST, and the translation which is focused on TT.

Further, a concept of translation as a purposeful act is popularized by Nord (2001:3) who explains that translation is categorized in to two major subdivisions. Translation focuses on source text and translation which focus on the target text. Actually this theory was also brought by Vinay and Darbelnet as cited in Munday (2012:85-89), with Direct and Oblique translation, followed by House (2015) with Overt and Covert Translation, that might be previously referred to free and literal translation by Catford (1965) and Faithful and Free translation by Newmark (1988). Those theories at the first subdivision translate the text as the Source text in equivalence without any consideration of the reader, on the contrary, the second one tends to focus on the target text or the target reader.

The idea of this translation is to find the formal equivalence of ST to TT. The concept of equivalence has been a particular concern to translation scholars since it has been inextricably linked with both the definitional and practical aspects of translation. As an essential feature of translation theories in the 1960s and 1970s, equivalence was expected to indicate that source text and target text share some kind of “sameness”. The question was the extent of the degree of sameness which results in different kinds of equivalence. In what follows, an attempt will be made to critically analyze the equivalence paradigm as was conceptualized by the following scholars in the study.

The idea of equivalence is fundamentally designed in translation. Nida & Taber (1969:46) came with the idea of dynamic and formal equivalence. This idea was also supported by many translation scholars since the idea of translation is finding the equivalence meaning. This idea states that formal equivalence is the idea of finding meaning through the structure of the language both in target and source text. On the other hand, the idea of dynamic equivalence is the favorite one. This notion leads the translator to understand the context in both target and source language in order to create the natural translation. Then, it is continually used to translate cultural terminology since the equivalence is hardly the same. On the other hand, House (2015:106) on her book, proposes overt and covert translation. Though the idea is almost the same as the prior notion. Overt translation focuses on the idea of the target text, while covert translation, on the contrary, has to form a formal equivalence between ST and TT (House, 2015:106). In short, overt translation has a similar idea to dynamic equivalence while covert translation is close to formal equivalence.

The theory of equivalence is identical with Mona Baker's. According to Baker (2001:23-30), equivalence is divided into six categories namely 1) Equivalence at word level, 2) Equivalence above word level, 3) Gramatical Equivalence, 4) Textual Equivalence in term of thematic and information structures, structures, 5) Textual Equivalence of cohesion, and 6) Pragmatic equivalence. It comes to the conclusion that equivalence is made in every line of language.

a. Equivalence at word level

Baker (2001) admits that meaning in language can be particularly personal. It is hard to determine the meaning by only analyzing the word level. Though, it sometimes may be useful in some parts. It is similar to literal translation, but not exactly literal. Otherwise, this distinction is quite close to literal translation, so it often brings in confusion.

b. Equivalence above word level

As the main purpose of translation is transferring the meaning from ST to TT, sometimes the translation of ST to TT has a different translation. It may become shorter or longer. Thus, cultural factor may become the factor that create thus, above the word equivalence in translation.

c. Grammatical Equivalence

Due differences grammatical system, the idea of grammatical equivalence is to meet the equal meaning in term of grammatical rule. Thus, 100% of grammatical equivalence can only be achieved in some sentences. The entire text cannot be fully translated in the term of grammatical equivalence.

d. Textual Equivalence

This idea is brought to equal the text in terms of thematic and information structure. Textual equivalence brings the idea of the literal translation. This textual equivalence emphasizes on the theme, structure that will be transferred into target text without shifting the original structure.

e. Pragmatic equivalence

As translation is one of the communication ways to express the idea, pragmatic equivalence has close meaning in this translation study. As communication can create meaning, pragmatic equivalence plays a crucial role in translation study. Since some of the cultural term in some languages has no equivalence in target language.

In short, Nida and Taber (1969:46) had actually simplified the term of meaning equivalence into functional, near, partial and non-equivalent. In brief, meaning equivalence is the goal of translation. The meaning equivalence can be gained through a good translation process, although, the product of translation has more attention than its process. However, both process and product have their own function in translation. Translation as product seemingly has close relation toward the reader, on the other hand, translation as a process is considered to be highly important for the translator in order to set how the translation will be (Machali, 2009:53). To be added, Machali (2009:56) states that a translator has to major the means to translate the text. A translator must possess the intellectual of the translator and practical tool of the translation. The intellectual of the translator includes source text (ST) language competence, and target text (TT) language competence, understanding issues in translation, associating background knowledge, and ability to translate the text. Besides, the practical tools include the ability to use any devices of translation, and the ability to understand the context of the text. Thus, equivalence in translation will be gained.

3. Shift in Translation

Since the translation came into many sectors in this world, unavoidably, translation close to the term "shifting language". Language can be slightly different or even totally different between one and another. The idea of shift is introduced by Catford (1965). Regarding the shift, Catford (1965: 73) states that by shift, the departure is made from formal correspondence in the process of going from the source language to the target language. Shifts occur when the source language text is translated into different grammatical or phonological form in the target language text. Then the shift is divided into two major types namely, Level Shift and Category Shift. Category shift then divided into four categories, namely, Structure shift, class shift, unit shift, and intra-system shift.

a. Level Shift

A shift in translation is inevitable. Both level and category shifts will always exist in translation. To deal with, Catford (1965:73) argues that level shift occurred in languages which have the equivalent in the different level between ST and TT. The shift which is occurred is the shift in the level of lexis to syntax or vice versa (Bauer, 1983:3-5). It is often found in the translation of verb+ing in English to Bahasa Indonesia e.g. "He is reading the novel" becomes "*Dia sedang membaca novel*". In this case, to be + Verb ing becomes "sedang" in Bahasa Indonesia. Furthermore, the idea of a Level shift has happened since the formal correspondence between ST and TT is not in the same level (Alzuhdy, 2014:187-190). The idea of formal correspondence is derived from the word "form" which means the form of linguistic aspect. As it is universally

known that language is vary, and considered as an arbitrary sign, language though has system. As it is previously mentioned that the system of language can be slightly different or even totally different. In translation, the system consequently carry an obligatory shift, since ST cannot be totally transferred into TT. In the process of translation, there will be lost, added, and altered (Akbari, 2012:579-580). Thus in level shift something is necessarily changed as the system of language is different. The example is as follow:

- 1) ST: "**Amar has stopped smoking.**"
TT: "**Amar sudah berhenti merokok**"

- 2) ST: "**Ali is walking to school**"
TT: "**Ali sedang berjalan ke sekolah**"

The sign of perfect "has" here is translated as "*sudah*" in the target text. As a matter of fact, the word "has" is an auxiliary that indicates perfect tense. In the second sample, to be "is" also translated as "*sedang*" in Bahasa Indonesia. However, "is" is actually to be which indicates continuous tense in English that must be added by "ing" after a verb. It occurs since Bahasa Indonesia and English are of different grammar, yet some structures may be similari. The order of the structure is similar, though, the class of the word is different. Another point to consider is that level shift often become confusion due to its similarity with unit shift (Alzuhdy, 2014:187-190).

Catford, (1965:55) states that translation of level shift or grammatical equivalence is possible. Due to some similarities among languages, though it cannot be overgeneralized to all of the language aspects. Therefore, the Level shift and category shift maybe occurred at the same time at the same text. Cases

of more or less level shift in the translation are quite frequent. As it is part of linguistics study, shifts in the translation are common due to language variety and language systems. Jacobson in Munday (2012:5) states that cross-linguistics differences that emphasize the idea of equivalence, lead to obligatory grammatical shift and semantic shift. Therefore, the idea of equivalence and translability become an endless topic in translation study.

b. Category Shift

On the other hand, a Category shift occurred when the shift occurred in formal correspondence. Mostly the shift is in the term of form in order to achieve the equivalence meaning in the TT. It is again divided into four types, 1) structure shift, 2) Class Shift, 3) Unit Shift, and 4) Intra-system Shift (Catford, 1965:55).

1) Structure Shift

First of all, is structure shift, the idea of structure shift occurs in the structural part of a sentence, whether it is a word, clause, phrase, or sentence itself. Somehow, it occurs in the same category between ST and TT. Structure shift occurs since the grammatical role differences among languages interfere with its translation (Catford,1965:55) for the example:

- 3) ST: "The **big tree** is cut by the carpenter"
TT: " **Pohon besar** itu dipotong oleh tukang kayu"

The role of the head and modifier is exchanged between ST and TT. This structure shift happens since the role of each language is different. In Bahasa Indonesia or TT, the head is placed before modifier, on the contrary,

in English, Head is placed after modifier. The idea of structure shift also occurs on the above level of the phrase, such as clause and sentence. In addition, transposing the sentence is also categorized and structure shift. As it is known that the language is different and structural transposition is the most common way undertaken by the translator to translate the text (Massoun, Shahbaki, 2013:123-127).

2) Class Shift

Secondly, Class Shift is the change of word, it is because the translator aims his translation to be equivalent between ST and TT. The change only occurs in terms of the word.

- 4) ST : "**Mechanical** Engineering"
TT : "Teknik **Mesin**"

In ST the word "mechanical" is an adjective, meanwhile, when it is translated in TT it becomes "*mesin*" which is a noun in Bahasa Indonesia. The shift changes the class of word from an adjective into a noun. Thus, the shift can be multiple shifts in a single phrase or clause. In the sample above, structure shift is also occurred as the head and modifier are transposed. However, in some cases of translation class shift occurs in a few numbers since the translator is influenced by the idea of textual equivalence (Dorri, 2016:3). Briefly, class shifts can be obligatory shifts and also optional shifts. Since some word equivalences are distinguished in different classes.

3) Unit Shift

The third is unit shift. As the translation is meaning transfer, therefore, the rank of ST and TT might be changed. In unit shift phrase might be translated into a word or vice versa.

- 5) ST: " He is **taller** than me"
TT: " Dia **lebih tinggi** dari saya

In Bahasa Indonesia, the idea of the degree of comparison is by adding another word such as "lebih" to distinguish more degree of the original one. In English, despite adding a new word, English tends to add another syllable like "er" and "est" for the words which have no more than two syllables. Nevertheless, in the unit shift, it can be an up-rank shift or down-rank shift since the equivalence level among languages is different (Catford, 1965:55). When it is an up-rank shift, the translator translates the text by giving more words or explanations related to the context in the target text. A unit shift has close relation with the modulation technique, since it has a similar function, which is to explain the text, and it occurs frequently due to language differences (Dorri, 2016:3).

4) Intra-system Shift

The last one is the intra-system shift. Intra-system shift is one of the most common shifts in translation. It occurs because of the grammatical differences between ST and TT. The role of grammar in ST or TT may interfere with the translation, e.g the way to produce plural in English is different from Bahasa Indonesia.

- 6) ST: " The **books** are bought by Andi"
TT: " **Buku-buku** tersebut dibeli oleh Andi"

Thus, to indicate plurality in English the noun is added by "s" book becomes books, in this point that need to highlight is that in Bahasa Indonesia, to indicate plurality repetitive word is employed "*buku*" becomes "*buku-buku*". Mostly, the intra-system shift occurs in the idea of singular and plural, since the system in performing singularity and plurality among languages. However, in some languages, tenses are included in the intra-system, the idea of simple past to past perfect or vice versa (Massoun, and Shahbaki, 2013:123-127).

The shift is aimed to reach the equivalence, however, to reach the idea of sameness in terms of the situation is difficult (Catford,1965:79). Structure shift, class shift, and intra-system shift possibly in the area of rank-bounded, and unit shift are always in the area of unbounded-rank. Therefore, the idea of a category shift is created in order to create the closest or equivalence meaning of the translation no matter the rank is.

4. Techniques in Translation

As the translation has more attention on its product, the process of how the translation becomes a product is often forgotten. People emphasize that the product is the only thing that can be seen in translation. Thus, the process of translation also plays a very important role in creating a good translation. Therefore, techniques and procedures must be used in a proper way to translate the text. However, the clear distinction between technique and procedure is varied. The expert defines it differently, therefore, in order to give clear cut boundaries, the idea used in this topic

is the idea of Vinay and Darbelnet (cited in Munday, 2012:85-89) regarding the definition of Technique and procedure. Translation procedures are defined as "the smallest linguistic changes occurring in the translation of ST (source text) to TT (target text)". The translation is a field of various procedures. Translation procedures are used to get equivalence between the source language and target language in the translation process. There are many kinds of translation procedures, but the writer wants to explore some procedures that must be used by the translator to conform to the stylistic demands and grammatical conventions of the target language. (Munday, 2012:86)

The change can take the form of adding to the target text information which is not expressed in the source language if the target language has the grammatical category in which the source language lacks Information which is not present in the source language text may be added to the target language text. Vinay and Darbelnet in Munday (2012:85-89) divide the strategy into direct and oblique translation. It is then divided into seven procedures. To be precise, the direct translation is divided into Borrowing, Calque and Literal Translation.

a. Direct translation

Direct translation is a strategy in which the translator translates the text directly by doing word for word translation. This translation is also known as the word for word translation.

1) Borrowing

Borrowing is the term to translate the text just like the original word of ST. It occurs because the translator cannot find the equivalent word in

TT. Borrowing arises since the influence of cultural phenomenon, it deals with the name of something including food, festival, etc. for instance:

- 7) ST " **Pizza** is the original foot of Italia"
TT "**Pizza** adalah makanan asli Italia"

The word "Pizza" is not translated in TT, since it is the food which is made for the first time by Italian. The translator does not translate it into "*roti bulat dengan taburan sosis dan saus keju yang di panggan adalah makanan asli Italia*" this way is too much, though it maybe occurred to explain what pizza is. Since the development of technology, borrowing has more role since the equivalence cannot be gained in a simple way. Some terminologies are just taken right away from the source (Umamaheshwari, 2016:40-41). Other than the technical term in technology, the cultural term has also deal with borrowing.

2) Calque

Calque is also a part of borrowing. It is a special thin of borrowing. In calque translation, the translator borrows the term of ST into TT in the way of TT.

- (8) ST : "I joined football **competition**"
TT : "Saya mengikuti **kompetisi** sepakbola"

The word competition is transferred into kompetisi. It is simply the change of "C" into "K" and the suffix "ion" into "si" in Bahasa Indonesia. Usually, this idea also occurs for some word, let's say "partisi" for "partition", "Eliminasi" for "elimination" and "seleksi" for "selection".

Thus, in Catford's theory (1965:91) it is called phonological translation since it is the shift of the sound from ST to TT.

3) Literal Translation

The last one is literal translation. It is a word-for-word translation, where the translator translates the text fully equivalent between ST and TT in the term of word and structure.

(9) ST " **I walk to school**"
TT "**Saya berjalan ke sekolah**"

Thus, the structure of each sentence is exactly the same. S+V+O in ST is transferred in the same way in TT. Consequently, if the direct translation could not be applied because of some reasons, Oblique translation must be used then (Munday,2012: 86-89). The oblique translation is the strategy to translate ST into TT as a free translation.

b. Oblique Translation

As the translation is not merely on the word level, equivalence in terms of meaning must be gained using oblique translation. It means that the translator is not a concern about the word and structure equivalent, but it is more concern about the meaning in TT. Then it is divided into 4 techniques.

1) Transposition

Transposition is the first procedure, a transposition is a change of part of speech. In this procedure, a noun in ST might be translated into noun phrases or adjectives. Though, it changes the class of word it doesn't change the idea of the ST. there are two types of transposition, namely obligatory

transposition, and optional transposition. Obligatory transposition occurs when the utterance of ST has no equivalence word in TT.

- (10) ST: " **The big blue book** is mine"
TT: "**Buku biru yang besar** itu milik"

In short, a transposition is the change of the position. Thus, it changes the idea between the head and modifier of English and Bahasa Indonesia. "The big blue book" is translated into "*Buku biru yang besar*". In Bahasa Indonesia, the head must be placed in front of the modifier, on the contrary, in English, the head is placed after modifier.

2) Modulation

Coming after transposition is modulation. Modulation is the change of semantic view or perspective. This strategy is aimed to give a clearer explanation of ST to TT.

- (11) ST: " **I cut my finger**"
TT: " **Jariku teriris**"

In this case, instead of saying "*saya memotong jari saya*" the translator chose to translate as "*jariku teriris*". Thus, the translator shortens the sentence into only two words. That is modulation, in modulation, it can be longer or even shorter than the original one. According to Agung, (2016:199-201) Modulation is also known as a variation of the form of the message, since the point of view is obtained by a shift. This shift can be justified when the close translation results are grammatically correct, but it is considered unsuitable, unidiomatic or peculiar in the target text. Thus, the

idea of modulation is transferring the meaning as close as possible between ST and TT from the point of view.

3) Equivalence

This term refers to a description of the language situation in different stylistic or structural means. Usually, this procedure is used to translate proverb and idiom. This is desirable for most of the translators since the languages are different. It is employed in order to find a communicative situational equivalent.

- (12) ST : "**don't cry over spilt milk**"
TT : "**nasi sudah jadi bubur**"

This technique is applied by using a thorough different structure with different textual meanings between the source text and target text. However, as long as it is considered appropriate in the communicative situation equivalent it is acceptable (Agung, 2016:199-201). Although, the literal meaning is different between ST and TT. Somehow, this is an expression commonly used to gratitude in languages. It might be different in terms of lexical, but it has the same message.

4) Adaptation

This translation is used when the cultural reference is different between ST and TT. This is the option for the translator to a new situation that can be considered equivalent.

- (13) ST : "**as white as snow**"
TT : "**seputih kapas**"

In this case, "snow" is translated into "*kapas*" as it is no snow in Indonesia. The word "*kapas*" is chosen as the substitute word of "snow" the adaptation works as the substitution which has close relation between ST and TT (Munday, 2012:89). On the other word, practically, there are some kinds of translation that have their own characteristics and forms. This technique is adopted when the object or the situation is referred as unfamiliar in the target text culture. In such a case, the translator has to create a new expression to express a new situation that can be considered equivalent (Agung, 2016:199-201).

Thus, some kinds of translation are found because of the differences and similarities of the source structures, different kinds of text that are going to be translated and different purpose of translation. Newmark (1988:22) stated that translation methods relate to whole texts, translation techniques are used for sentences and the smaller units of language. Furthermore, the kinds of translation are again divided, into word for word translation, free translation, literal translation, dynamic translation, pragmatic translation, aesthetic-poetic translation, ethnographic translation, linguistic translation communicative translation, and semantic translation. Therefore, as it is considered as semiotic communication act, translation deals with meaning, as it is declared by Tou (2012:35) that meaning is occurred not exist. Thus, the perspective in meaning is interchangeable as well as the technique in translation. In addition, Munday, (2012:89) states that as a product and a process technique of translation should be considered as an important aspect

of translation, Thus, there might be an interconnection between the shift in translation and the technique in translation. This research connects it to figure out the relation between these two ideas in translation.

5. Budi Mulia Dua International High School

International school in nowadays society has been a trade mark of education. The competitiveness of international education level initiates the emergence of an international school in Indonesia. Budi Mulia Dua was initiated in 1987, Budi Mulia Dua International high school is designed in 2008 under the collaboration with Global Assessment Certificate institution Sidney, Australia. Global Assessment Certificate (GAC) is commonly known as a university preparation program. Besides the international program, Budi Mulia Dua has also a national academic curriculum. Both national and international curriculum have been run collaboratively. This makes Budi Mulia Dua becoming an adaptive academic environment. After years, the English leveling program is designed for national academic curriculum students in order to give a hook for the students to learn English (Team IT BMD,2019).

Besides, Budi Mulia Dua has also a hidden curriculum that allows the students to experience new experiences such as overseas home stay and cultural exchange programs. Nowadays, Budi Mulia Dua has five countries in relation to home stay, cultural exchange, and research program. They are Japan, Korea, Thailand, the Czech Republic, and the Netherlands. These programs offer the students to experience a new life with new life skills. The programs require students to live in those countries for several days. On the other hand, the

students are also becoming a house family when the students of those countries are visiting Budi Mulia Dua.

Moreover, in 2014, Budi Mulia Dua became the only Indonesian member of the International Science Fair. Thus, the programs being provided by the school will enhance the students to gain more exposure toward culture, and knowledge as well as English as the main language used. As an international school, international programs have been an identical program that offers the students real experience of living in the global society. Furthermore, education is the main concern that Budi Mulia Dua will take part in global education. As a global society, Budi Mulia Dua supports the students to go international by competing in an international universities. It shows that some students of Budi Mulia Dua have been accepted in the international universities such as Reitsumekan University, APU Reitsumekan, Nanyang University, Oklahoma University, and New South Wales University.

Thus, language competence in Budi Mulia Dua is considered to be one of the most important skills to be mastered. English is the key for the students to go international. This research considers that the language competence of Budi Mulia Dua students is beyond average. The class of English is divided by the level of language proficiency, the classes are Advance (ADV), High English Proficiency (HEP), Middle English Proficiency (MEP) and Low English Proficiency (LEP). Each class consists of 15 to 20 students. This division eases the teacher to grab the target in the teaching and learning process. Furthermore, the Advance class usually consists of the students who have high English

exposure, it can be derived from the parents, courses and the environment of the students. Thus, the advance class is chosen to be a participant in this research. However, as the study conducted by Namdari (2015:74) that chemistry outperformed over translation students in term of accuracy, but not with pragmatic equivalence. The shift was made by both chemistry and translation students to meet the equivalence meaning. Though the translation was done in a different way, the shift measured the understanding of the text from a different perspective. Thus, with the high exposure of Budi Mulia Dua students, the shifts can be used to identify the understanding of the text.

B. Related Study

There are many kinds of research deals with translation. The research mostly about the product of translation, because it seems possible to be evaluated through the research. This study becomes a major concern as the development of English as lingua franca. In this sub topic, the researcher will present a related study to the research that will be conducted by the researcher.

On the other hand, there are many problems in translating ST to TT. The other study points out the obstacels of translation students in translation parabic proverb. Cultural barriers often become the problem of EFL tudents who try to translate ST to TT. The second problem is a literal translation, due to their lack of knowledge about ST both lingualy and culturaly. Cultural bound and structure among languages are different and the last is language complexity (Dweik & Thalji, 2015:156). Thus, it might happen to english as foreign (EFL) students as well. EFL students have different ideas toward the word in other languages. Especially, in

terms of culture. The differences between cultures cause different perceptions among the translator. Moreover, the students are usually associate the meaning literally. It causes peculiar things in the reader's perception.

Translation interferences have been the study that relates to the shift. As the study conducted by Agustina (2018:1-6) on the translation interference of Bahasa Indonesia to English translation of VIII grader students shows that the students translate the text in the same structure of their language structure. The idea of structure shift that transposes the head and modifier is missed. It shows that the first language of the students interferes with the ability of the students to translate the word. Most cases occurred in terms of grammatical structure or structure shift than the class shift, unit shift, as well as intra-system shift.

Herman (2014:251-255) conducted the research on the translation shift performed in Harry Potter and the philosopher's stone movie. The research was aimed to find out the kinds of category shift, and also the most dominant shift. As a result, all kinds of category shifts are occurred in the translation of the Harry Potter movie. Then the most dominant shift occurred was a unit shift, followed by structure shift. Unit shift occurred due to further explanation needed. Meanwhile, the structure shift occurred due to the idea of head and modifier between English and Bahasa in different.

Furthermore, the other study was conducted on the shift analysis of the bilingual text by Alzuhdi (2014:187-190). In this research, the distinction between Bahasa Indonesia and English was shown. There are differences in the use of translation which leads to the shift in translation. The shift, thus, becoming a

common issue since the language varies in terms of grammatical aspects. In conclusion, Alzuhdi (2014) states that shift automatically occurs in every translation since the languages are different, particularly in the part of structure shift and intra-system shift. Secondly, if the structure is different, the structure shift is the way to translate the text. Thirdly, the shift that is occurred to fulfill the appropriateness of target language might occur, this is a class shift and unit shift. Furthermore, due to language appropriateness, level shift and unit shift are the answer. Thus, translation is developing time by time. Somehow, translation shifts sometimes lead to confusion since the similarity among shift exists. Moreover since the distinction among languages can be slightly different or totally different. In this case, intra-system, unit shift and also level shift are the shift that can be false sometimes in the analysis.

On the other hand, the research on translation technique was also conducted by Behtash & Yazdani (2017:109-111). This study is an attempt to explore and evaluate an oblique translation of a text from English into Persian to find the most frequent translation strategy. To reach the objective of the study, the researchers selected one hundred and ten sentences of an original English text which had been translated freely at random and compared them with their Persian colleagues.

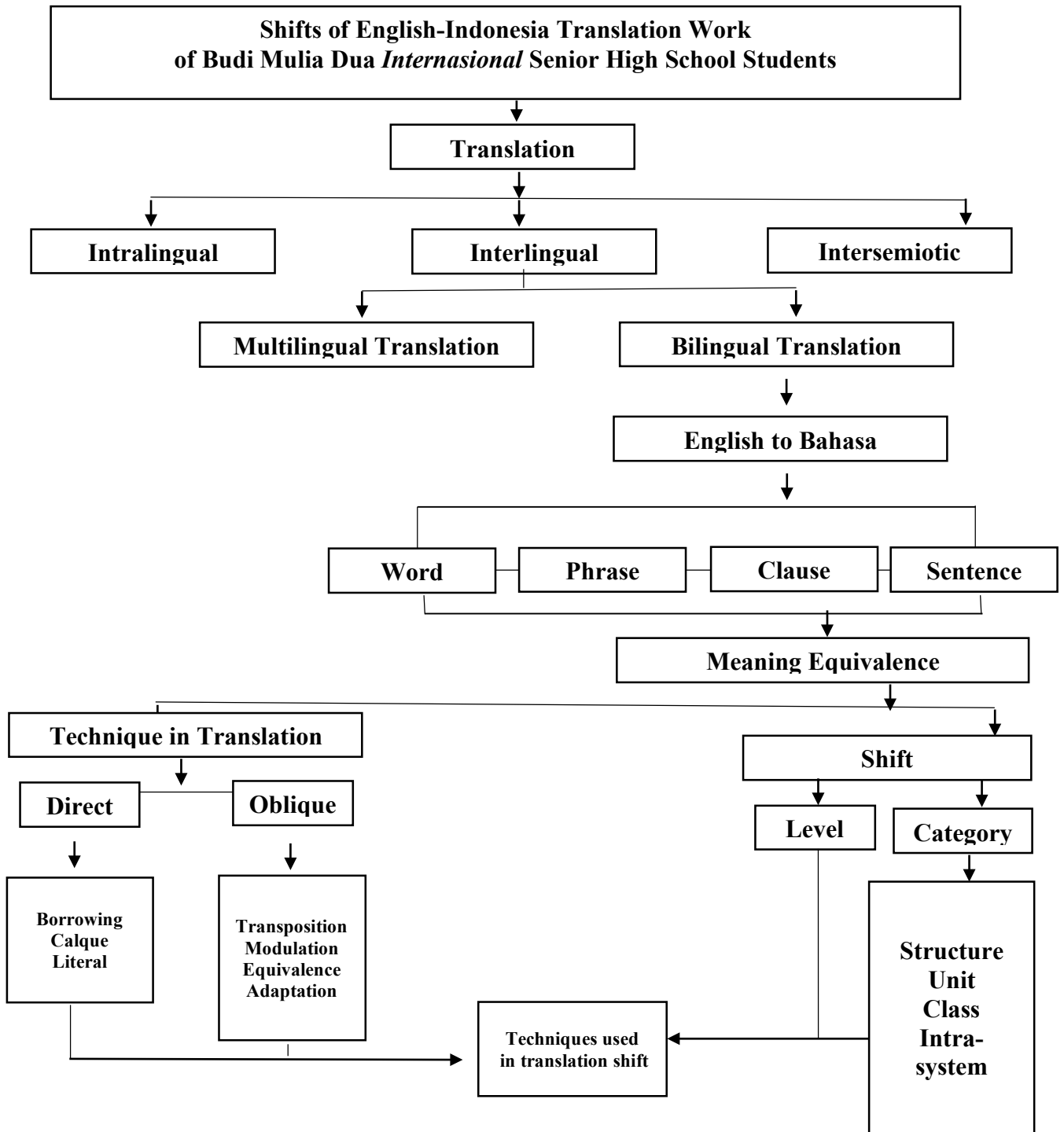
To attain the objective of the study, the intended book was analyzed chapter by chapter and then compared with its Persian equivalent, and researchers identified and underlined all instances of sentences that had an oblique translation. To ease the collection of data, these sentences together with their Persian translations were written down on separate data note cards and then the study tried to see which

oblique translation strategy had the highest frequency in the Persian text. After a thorough investigation, the researcher found one hundred and ten sentences in the *Animal Farm*, translated by Saleh Hosseini and Massumeh Nabizadeh. All of the selected sentences had a free or an oblique translation. The sentences fall into transposition, modulation, equivalence and adaptation categories on their translations. In the number, there are 46% of the translation employed equivalence technique, 32% modulation, 24% transposition, and 2% adaptation (Behtash & Yazdani, 2017:109-111).

The other study was conducted to find the technique in translation. The research was done by Fitria, (2015:6-9) by having 1087 data. The theory used by the researcher is the theory of Molina and Albir. There are 18 techniques in translation, such as; are 1. Adaptation; 2. Amplification 3. Borrowing; 4. Calque; 5. Compensation; 6. Description; 7. Discursive Creation; 8. Established Equivalence; 9. Generalization; 10. Linguistic Amplification; 11. Linguistic Compression; 12. Literal Translation; 13. Modulation; 14. Particularization; 15. Reduction; 16. Substitution; 17. Transposition and 18. Variation. Those 18 techniques occur in this research. The most dominant technique is equivalence, like “thank you” that is translated into “terimakasih”. This translation is the established equivalence since the equivalence meaning of ST. However, the theory that is used in this research is the theory of Vinay and Darbelnet (in Munday, 2012:86-89). The theory of Vinay and Darbelnet has two major techniques namely direct and oblique translation, in addition, 7 detail techniques namely borrowing, calque, literal, transposition, modulation, equivalence, and adaptation. What makes this research

different is that the researcher analysed the interconnection between shifts and techniques that simultaneously occurred in the translation of Budi Mulia International High school students.

C. Conceptual Framwork



This research adopted the theory of translation from Roman Jakobson as the first theory. According to Jakobson as cited in (Bassnett, 2002:3), there are three types of translation namely Interlingual translation, Intralingual translation and Intersemiotic translation. The researcher in this case focuses on the intra lingua translation. Which it is focused on the language of the ST. as it is universally known that there are two types of translation in terms of linguistic number, Bilingual translation and Multilingual translation. Thus, the researcher focused on Bilingual translation from English to Bahasa. The translation as the data are non-simulant translation data, in which the data are gathered in this case students translational work, a few days after the publication of ST. the data that will be analysed is the the translated sentences of TT, though, word and phrase are also included in the shift analysis. This research was conducted to find a shift that was introduced by Catford and the techniques of Vinay and Darbelnet. At the end of the research, the interconnection between Shifts and techniques is also presented as the last finding of this research.

D. Research Question

From the reasons mentioned above, the researcher state the following research question;

1. What are the shifts made in the students' translational work of Budi Mulia Dua international High School?
2. What are the most dominant shift occurred in the students' translational work?

3. What are the techniques employed in the students' translational work of Budi Mulia Dua international High School?
4. What are the techniques used in the shift of students' translational work?
5. How many techniques can be used in every shift?