TYPES OF TRANSLATION SHIFTS FOUND IN 'THE ADVENTURE OF THE SPECKLED BAND' WITH CATFORD AND NEWMARK'S THEORIES

A THESIS

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ABSTRACT

INAYATUL MAULA. 14111310031. *TYPES OF TRANSLATION SHIFTS FOUND IN 'THE ADVENTURE OF THE SPECKLED BAND' WITH CATFORD AND NEWMARK'S THEORIES.*

Nowadays, the progress of translation work has been getting more developed, including in fictional literary works. The term "shift" is admittedly one of the most important areas to be investigated in such texts, since they contain a lot of figure of speech and frequent references to prayers, gratitude, humility, etc. whose transfer is not performed as directly as in nonfictions. Thus, this research was an attempt to investigate the types of translation shifts found in an English fictional short story and its Indonesian translation. The main objective of this research was to find what types of translation shifts occured in the story and its translation drawing on Catford and Newmark's theories.

This study draws on Catford and Newmark's theories of translation shifts in which both classified different types of shift that concern with the same term; translation procedure involving a change in the grammar from SL to TL. The technique of this research is study of document and qualitative method. The data was taken from a story entitled 'The Adventure of the Speckled Band' by Conan Doyle (1892), and its Indonesian translation 'The Speckled Band – *Pita Berbintik*' (2014) translated by Ismanto, Ahmad Asnawi and the others. To analyze the data, a coding scheme drawing on Catford's and Newmark's shift types was developed to guide the researcher coding all the text. It consists of category names, rules for assigning codes, and examples. Then finally, the coding consistency of all the text was assessed to help making a conclusion.

The obtained findings of this study demonstrated that all types of shifts were found in the data source according to both Catford and Newmark's theories. Further, the result proved that structure shifts of category shifts were the most frequently used type of Catford's shifts. While the most frequently used type of Newmark's shifts was the change where literal translation is grammatically possible but may not accord to the natural usage of the TL. These results occur due to the structural differences between English and Indonesian, and the translators' attempts to meet the expectations of the target readers in reading such fictional story.

Keywords: Catford's Translation Shifts, Newmark's Shifts or Transpositions, Literary Translation

RATIFICATION

This thesis entitled **"Types of Translation Shifts Found in 'The Adventure of the Speckled Band' with Catford and Newmark's Theories"** written by Inayatul Maula, student number 14111310031 has been examined on 11th of November 2015. It has been accepted by broad of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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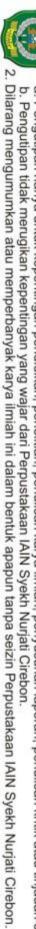NIP. 19721220 199803 1 004

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CHAPTER I
INTRODUCTION

1.1 Background of the Research

Translation is one of the major branches of Applied Linguistics which has been broadly demanded due to globalization (Bernacka, 2012: 113). In any view of interlingual communication, Nababan (2008) claims that translation is used as a general term. Skillfully, the term translation is referred to the written, and the term interpretation to the spoken (Newmark, 1991: 35). If restricted to a written language, translation is a cover term with three distinguishable meanings: 1) translating: a process (to translate; an activity rather than a touchable object), 2) a translation: the product of the process of translating (e.g. a translated text), and 3) translation: an abstract concept which covers both the process of translating and the product of that process (Bell, 1991: 13).

Bassnett (1980) states that translation is generally understood as a process which involves adapting a source language (henceforward SL) text to the target language (henceforward TL) text as to ensure that the meaning of the two will be approximately similar, and the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously inaccurate. It is basically a change of form. When people speak of the form of a language, it refers to the actual words, phrase, clause, sentences, paragraph, etc., which is spoken or written. These forms are referred to as the surface structure of a language (Larson, 1984: 3).

The definitions suggested above imply that producing the same meaning or message in the TL text as intended by the author of the SL text is the main aim as well as the central problem of a translator. A translator has to be aware of all varieties of contexts in the SL text to produce complete equivalence in the TL text. To attain this, translators use some translation methods and procedures in the process of translation. Newmark distinguished eight methods of translation (Newmark, 1988: 45-47): 1) Word-for-word translation, 2) Literal translation, 3) Faithful translation, 4)

Semantic translation, 5) Adaptation, 6) Free translation, 7) Idiomatic translation, and 8) Communicative translation.

While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language (Newmark, 1988: 81). One of translation procedures is 'transpositions' (Vinay and Dalbernet, 1958) or 'translation shifts' (Catford, 1965) which have been synthesized by Newmark (1988: 85-89). Some studies in the area of translation shifts have been conducted. Akbari (2006), Sangargir (2006), and Rezvani (2014) are three of many researchers in the world investigating the notion of translation shifts.

Akbari's study (2006) investigated different types of structural shifts in children's literature translated from English into Persian that aimed to explore the act of message transfer from the source text to the target readership. These shifts were categorized under three sub-categories including 'addition and deletion', 'word order re-arrangement', 'sentence voice' and 'sentence tense'. The study carried out by Sangargir (2006) consisted of a thorough examination of several best seller films and a hard survey of the collected samples after hours of transcription. Whereas Rezvani (2014) investigated the frequencies of different types of translation shifts occurring in seven translations of the first thirty verses of the Chapter 'Yusuf' translated by different translators from Arabic into English drawing on Catford's (1965) shift model.

Certainly, there are millions researchers in the world who investigated the other notions within translation studies. Bolaños, Müllerová, and Glodjovic are some of them. In his paper, Bolaños (2002) discussed the importance, relevance and validity of the concept of equivalence as a constitutive notion in translation theory within the framework of a Dynamic Translation Model (DTM). In contrast with Bolaños's, Glodjovic (2010) investigated the analysis of potential problems in translation of literary texts based on the examples taken from the Serbian translation of a contemporary novel. While Müllerová's study (2012) emphasized on functional equivalence and its role in legal translation.

In contrast to the previous studies mentioned above, the current study was conducted to find out the types of translation shifts (both Catford's term and

Newmark's synthesis of Vinay Darbelnet's transpositions and Catford's shifts) occurred in English-Indonesian translation of a short story entitled 'The Adventure of the Speckled Band' written by Arthur Conan Doyle. In this research, the findings were rewritten and classified according to the categories and types of translation shifts proposed by Catford and Newmark, respectively. The data was descriptively analyzed according to the characteristics of each type that are further explained in the theoretical foundation.

Vinay and Darbelnet defined transposition as a translation procedure that involves changing word class with another without changing the meaning of the message (Vinay and Darbelnet, 1958: 36). This refers to when translators intuitively change the word type, such as from nouns to verbs. Vinay and Darbelnet considered transposition to be either obligatory or optional, and referred to the ST (Source Text) as the 'base expression' and the TT (Target Text) as the 'transposed expression'. Whereas, Catford states that, "By 'shifts' we mean departures from formal correspondence in the process of going from the SL to the TL. Two major types of 'shifts' occur: level shifts and category shifts" (Catford, 1965: 73).

In 1988, Newmark synthesized Vinay-Darbelnet and Catford terms, i.e. transpositions or shifts, and makes his own types of shifts. He states that, "A shift or transposition is a translation procedure involving a change in the grammar from SL to TL" (Newmark, 1988: 85). Newmark classifies four types of shifts based on how shifts occur when there is no option to translate the text literally in the process of translation.

The field of Translation Studies did not really exist at the time when Jean-Paul Vinay and Jean Darbelnet explored the linguistic aspects of translation, so most of what Vinay and Darbelnet did was considered 'comparative literature'. Thus, this study only focused on the most recent theories of translation shifts; Catford's and Newmark's types of translation shifts. Catford divides translation shifts into two types; level and category shifts (which has sub-types; structure shifts, class shifts, unit shifts, intra-system shifts). While, Newmark divides it into four types; 1) the change from plural into singular or the position of adjective, 2) the change when TL does not have equal grammatical structure of SL, 3) the change when literal

translation is grammatically possible but may not accord with natural usage of the TL, and 4) the change using grammatical structure to replace lexical gap. The differences between both theories are that Catford's shifts tend to be more detailed into the smaller units than Newmark's types, which are more general yet cover various cases of shift. Both theories, however, concern with the same term i.e. the change/shift involving grammar of SL and TL texts.

In Indonesia, the progress of translation work has been getting more developed. Indonesians nowadays can find a lot of translation works from various disciplines like economics, politics, science, technology and many others. The translation progress has also been developed in literary works. There are many novels, short stories, poems, and children stories that have been translated into Indonesian. Among billions novels published in the world, usually the best-sellers are translated into many languages. The legendary stories of Sherlock Holmes written by a phenomenal writer, Sir Arthur Conan Doyle, are considered as best-selling since the novels are still published worldwide although they were first published in 1920s until 1980s. The researcher chose one of those stories to investigate, i.e. 'The Adventure of the Speckled Band', since it is considered as the best short story of Sherlock Holmes stated by the author himself (Doyle; Giddings, 2009). 'The Adventure of the Speckled Band' is one of the 56 short Sherlock Holmes stories written by Sir Arthur Conan Doyle. It is the eighth of the twelve stories collected in 'The Adventures of Sherlock Holmes'. The story was first published in Strand Magazine in February 1892, and was published under the different title 'The Spotted Band' in New York World in August 1905. Just like other worldwide best stories, 'The Adventure of the Speckled Band' has been also translated into many languages including Indonesian.

In Indonesian version, the story entitled 'The Adventure of the Speckled Band' is attached into a thick Indonesian-translated novel entitled 'Sherlock Holmes: A Collector's Edition' which contains of four novels of Sherlock Holmes stories. It was translated into Indonesian by Ismanto, Ahmad Asnawi, Sutrisno, and others, and edited by Daru Wijayanti. Since there must be a lot of figure of speech found in fictional stories which cannot be translated literally as in nonfictional ones, and considering the chosen short story was first published in the year when old-fashioned

English was still used, are the reasons why the researcher chose such story, expecting that there will be many cases of translation shifts found. In the original story and its Indonesian translation, the researcher found some interesting cases related to translation shifts.

Let us see the examples below:

1) SL: <u>It is perhaps</u> as well that the facts should now come to light (Doyle, 1892: 213).
   TL: <u>*Barangkali*</u> *pula fakta-fakta tersebut memang sudah seharusnya diketahui* (Ismanto, et al., 2014: 147).

2) SL: <u>She</u> raised her veil as she spoke (Doyle, 1892: 213).
   TL: <u>*Wanita itu*</u> *menyingkapkan cadarnya saat berbicara* (Ismanto, et al., 2014: 148).

According to unit or rank, the rank of example SL (1) 'It is perhaps' is a phrase but in example TL (1), it is translated into '*Barangkali*' which is a word. This rank changing also occurred in example SL (2) 'She' is translated into example TL (2) '*Wanita itu*'. Example SL (2) is a word and example TL (2) is a phrase. According to Catford's translation shifts theory, this case is called 'unit/rank shifts' (change of rank). Whereas, according to Newmark's classification of shifts, the first example is included into the second type, i.e. "A shift which occured when a SL grammatical structure does not exist in the TL". And the second example is included into the third, i.e. "A shift in which literal translation is grammatically possible but may not accord with natural usage in the TL".

There are many other interesting cases in the stories related to translation shifts. To know more deeply about translation shifts found in the stories is why this research was conducted. The analysis of the research was described based on both categories of translation shifts, respectively.

1.2 Delimitation of the Research

As have been stated before, that the study of translation is an academic discipline included in interdisciplinary field of Applied Linguistics which is as important as the other branches like semantics, pragmatics, discourse analysis, language assessment, literacies, etc. Translation is within a scope with interpreting

and localization in Translation Studies. Due to the main goal of doing the process of translation is to produce similar meaning considering the equivalence aspects in both SL text and TL text, there are many translation procedures used by translators to produce such translation results, such as 'transference', 'naturalization', 'cultural equivalent', 'functional equivalent', 'descriptive equivalent', 'synonymy', 'through-translation', 'shifts or transpositions', 'modulation', etc. (Newmark, 1988: 81-88).

Of course, there are many methods and procedures used in the translation of 'The Adventure of the Speckled Band'. Because of the limited time, cost and energy, it is impossible to analyze them all. This research aimed only to investigate English-Indonesian 'translation shifts' found in the story.

Catford (1965) considers two kinds of shifts: (1) shifts of level and (2) shifts of category. Category shifts are subdivided into four: structural shifts, class shifts, unit/rank shifts, and intra-system shifts. While Newmark divides translation shifts into four types: (1) the change from plural to singular, or the position of the adjective which offers the translator no choice (2) the shifts which are required when an SL grammatical structure does not exist in TL, (3) the shifts where the literal translation is grammatically possible but may not accord with natural usage in the TL, and (4) the replacement of a virtual lexical gap by a grammatical structure.

Both theories are used in this research. The collected data was rewritten and classified based on the categories and types of translation shifts. And finally, the findings were analyzed descriptively based on each characteristic of shift types.

1.3 Research Questions

This research tends to find the answers to the following research questions:

1) What types of Catford's translation shifts are found in English-Indonesian translation of 'The Adventure of the Speckled Band'?

2) What types of Newmark's translation shifts are found in English-Indonesian translation of 'The Adventure of the Speckled Band'?

1.4 Aims of the Research

The main purposes of this research are:

1) To find out what types of Catford's translation shifts found in English-Indonesian translation of 'The Adventure of the Speckled Band'.

2) To find out what types of Newmark's translation shifts found in English-Indonesian translation of 'The Adventure of the Speckled Band'.

1.5 Significance of the Research

There are two essential significance of this research:

1) Theoretically, the result of this research is expected to guide the readers or other researchers in developing Translation Study analysis focused on translation shifts to investigate more translated texts, especially in literary works.

2) Practically, this study is expected to give academic input to other researchers of how to identify the patterns of the types of translation shifts.

1.6 Definition of Key Terms

In this research there are two terms that need to be defined as follows:

1) Translation shifts: a translation procedure involving a change in the grammar from SL to TL text (Newmark, 1988: 55). It is a theory originally proposed by Catford (1965), which was formerly proposed by Vinay-Darbelnet (1958) with different term i.e. 'transpositions'. Then, Newmark sinthesized both previous terms and made his own types of shifts (1988).

2) The Adventure of the Speckled Band: one of 56 short Sherlock Holmes stories written by Sir Arthur Conan Doyle. The story was considered by the writer himself, as his best story of Sherlock Holmes. It is the eighth of the twelve stories compiled in 'The Adventures of Sherlock Holmes' novel which was first published in Strand Magazine in February 1892.

1.7 Theoretical Foundations

This part consists of four sub-sections. It starts from the definition of translation stated by some experts, followed by the kinds of translation, then a glance about translation equivalence, and the explanation of translation shifts/transposition theory

in the last. Kinds-of-Translation part has two subs which explain each kind of translation. In the last chapter, there are two sub-sections that differ both Catford's and Newmark's types of translation shifts.

1.7.1 Definition of Translation

There are many definitions of translation defined by experts in this field. Catford in his book entitled 'A Linguistic Theory of Translation' (1965), stated about the definition of translation that says, "Translation is an operation performed on languages: a process of substituting a text in one language for a text in other" (Catford, 1965: 1). He also added that translation can be defined as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (Catford, 1965: 20).

Catford also stated about translation, as a process, is always uni-directional: it is always performed in a given direction; from a Source Language into a Target Language. He used the abbreviations: SL for Source Language and TL for Target Language.

Another definition of translation was also proposed by Newmark in his book entitled 'Approach to Translation' (1988). He states that: "Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language" (Newmark, 1988: 7).

1.7.2 Kinds of Translation

According to Larson in her book entitled 'Meaning-Based Translation', there are two kinds of translation; one is form-based and the other is meaning-based translation. They are called the literal translation and idiomatic translation. To make it clear, let us see the discussion below.

1.7.2.1 Literal Translation

Literal translation is a form-based translation; in literal translation, the form of the source language is transferred into the form of the target language. Although this

literal translation is useful for the purposes that related to the study of the source language, it has little help to the speakers of the receptor language who are interested in the meaning of the source language text. A literal translation has little communication value. Larson states, "Form-based translations attempt to follow the form of the source language and are known as literal translations" (Larson, 1984: 17).

Here is an example of literal translation:

SL: *Koan daro* (Chuava – Papua New Guinea).
TL: Your-name call! (Larson, 1984: 17).

Larson stated that this literal translation makes little sense in English. The appropriate translation would be 'What is your name?' (Larson, 1984: 17).

Literal translation gives priority to form whether that in words, clause, or sentence and it makes the result of the translation sounds unnatural and has a little communication value. This translation often becomes a bad translation because the translator makes over the use of equivalent of the appropriate words with the contextual meaning.

Examples:

1) SL: Who has he been living with?
   TL: *Siapa telah dia tinggal dengan?* (Margono, 1999: 4).
2) SL: *Beliau sudah mendahului kita*.
   TL: He has left before us (Margono, 1999: 7).

The translations above sound unnatural. The word 'who' is simply translated into *siapa*. 'Has' is translated into *telah*, 'he' is translated into *dia*, 'been living' is translated into *tinggal* and 'with' is translated into *dengan*. The result is translated by word-for-word translation and it causes the combination of the target language sentence sounds unnatural and it usually makes the readers confused. This case also happens in the second example. The word *beliau* is simply translated into 'he', *sudah* into 'has', *mendahului* into 'left before' and *kita* into 'us'.

1.7.2.2 Idiomatic Translation

Idiomatic translation is the second types of translation according to Larson. She states about the definition of idiomatic translation in her book i.e. 'Meaning-Based Translation' which is written: "Idiomatic translation is meaning-based translations which make every effort to communicate the meaning of the source language text in the natural forms of the receptor language" (Larson, 1984: 17).

Based on Larson's statement, idiomatic translation uses meaning-based in the translating process. It means that a translator basically needs to know about the meaning of the source language before he transfers this meaning into other languages. Idiomatic translation uses the natural forms of the target language, both in the grammatical constructions and in the choice of lexical items. The idiomatic translation does not sound like a translation, it sounds like it was written originally in the receptor language.

Usually, some good translations are finished using mixtures of a literal transfer of the grammatical units along with some idiomatic translation. So, by doing it, the results of the translation will sound more natural.

Example:

SL: Who has he been living with?
TL: *Dengan siapa dia tinggal*? (Margono, 1999: 4).

In example above, we can see that there is a change of structure. The word *dengan* is placed in front of the sentence and it makes the sentence better. The result of the translation is easier to understand and to accept by the readers.

Reproducing a good receptor language text which communicates the same message as the source language but using the natural grammatical and lexical choice of the receptor language becomes the main purpose of a translator. Here is one more example of idiomatic translation.

Example:

SL: She is a woman of steel.
TL: *Dia wanita yang berjiwa kuat* (Margono, 1999: 7).

Idiomatic translation above is acceptable for the target readers because it sounds natural. The phrase 'a woman of steel' is not simply translated into *seorang wanita*

dari besi but idiomatically translated into *wanita yang berjiwa kuat* because the translator understands the original meaning and knows both languages well.

1.7.3 Translation Equivalence

Equivalence is very important in translating a language into other languages; it lies between the source and the target language. In understanding the equivalence, Catford stated a statement about equivalence in his book 'A Linguistic Theory of Translation' (1965).

According to Catford, it is possible to generalize the condition for translation equivalence as stated "Translation equivalence occurs when a SL and a TL text or item are relatable to (at least some of) the same features of substance" (Catford, 1965: 50).

Based on his statement, it means when a source language text or item has some language relations at least the some features of substance with the target language, it is possible for the translation equivalence to occur. The translation cannot be based only upon some of meanings but however it must be related to some situations or contexts where the equivalence should be established.

If the requirement of the equivalent in the source language and target language are relatable, a problem that usually faced in founding this relation is caused by the quit difference cultures of the people who speak the target language with the target language.

Examples:

1) SL: <u>*Jam tangan* anda sangat canggih</u>.
   TL: Your <u>watch</u> is very sophisticated (Margono, 1999: 7).
2) SL: *Lontong*.
   TL: Cooked rice wrapped in banana leaf (Margono, 1999: 2).

The example (1) *jam tangan* in source language has an equivalence 'watch' in the target language, so there is not translating problem found here. But in example (2), *lontong* is difficult to translate to English. There is not English word that can be used to match *lontong*. So, the translator decided to modify it by using an explanation that is 'cooked rice wrapped in banana leaf'.

1.7.4 Translation Shifts or Transpositions

Over the last years, shifts of SL to TL translation have been discussed comprehensively in the field of translation studies (Vossoughi & Pourebrahim, 2010: 88). The term itself carried out by Catford (1965), he allocated a specific chapter for the subject in his book based on the notion that shifts are deviations from formal correspondence of the two texts involved in translation. The same notion of shifts was discussed by Vinay and Darbelnet in 1958 (cited in Shuttleworth & Cowie, 1995: 346) although under a different label, i.e. 'transposition'; "Transposition is occasioned by the translation process and can be specified in terms of changes with respect to the original changes". This is a change of one part of speech for another without changing the meaning. Whereas Newmark (1988: 55) calls 'shifts' or 'transposition' a translation procedure involving a change in the grammar from SL to TL which translators regularly do to create meaning-based target text. This study is focused on Catford's shifts and Newmark's synthesis of transpositions or shifts because they provide an organized and systematic classification of changes with respect to the original changes.

1.7.4.1 Catford's Shifts

Catford considers two kinds of shifts: (1) shifts of level and (2) shifts of category, which are defined as follows:

1) A level shift (Catford, 2000: 141-143) is a shift when a concept which is expressed by grammar in one language is expressed by lexis in another language.

   Examples:

   a) SL: I **am** work**ing** hard.
      TL: *Saya **sedang** bekerja keras*.
   b) SL: I **have worked** hard.
      TL: *Saya **sudah** bekerja keras* (Margono, 1999: 21).

   From the text in the source language above, it is found that the grammatical item 'to be + -ing' (pattern of Present Continuous Tense in English) is translated into *sedang* in the target language. So the level shift in the translation is

indicated by grammar in the source language which is translated into lexis in the target language. Level shift also happens in the example (2) because the form 'have + Past Participle marker' (pattern of Present Perfect Tense in English) in the source language is translated into target language by using the lexis *sudah*.

2) The second type of translation shifts is category shift. Catford states that, "category shifts are departures from formal correspondence in translation" (Catford, 1965: 76). It means that category shifts are related with formal correspondence and Catford also states about this formal correspondence as follows:

"A formal correspondence is any Target Language (TL) category which may be said to occupy as nearly as possible, the 'same' place in the economy of the Target Language (TL) as the given source language (SL) category occupies in the source language (SL)" (Catford, 1965: 32).

In order to understand more about category shifts, it should be discussed about the classification of category shifts. Category shifts are subdivided consequently:

a) Structural shifts: These are said by Catford to be the most common form of shifts and to involve mostly a shift in grammatical structure. It occurs in phonological and graphological translation as well as in total translation (Catford, 1965: 6).

According to Catford's concept about structure, it is said that, "A structure is an arrangement of elements (subject, predicator, object, and complement, adjunct)" (Catford, 1965: 6). Structure shifts is indicated by a situation when there are two languages which have different element of structure. Besides, the source language and target language should have formal correspondence.

Examples:

1) SL: I wash myself.
         S   V   O
   TL: *Saya mandi*   (Margono, 1999: 20).
          S   P

2) SL: The book is on the table.

> M   H
> TL: *Buku itu ada di atas meja*. (Erhans, 2007: 154).
>   H   M

In the example above, it can be found that the source language has different structure of sentence level and phrase level with the target language. In the example (1) the source language has sentence structure 'I' (S), 'wash' (V) and 'myself' (O). Its translation has different sentence structure in the target language, that is '*saya*' (S) and '*mandi*' (P). From its translation, it can be seen that one element that is object 'myself' in the source language is not translated into the target language.

In example number (2), it is found that the translation has different structure of phrase from 'the book' into '*buku itu*'. The phrase 'the book' in the source language consists of Modifier-Head (MH) pattern, modifier 'the' and head 'book'. It is translated into '*buku itu*', which consists of Head-Modifier (HM) pattern; head '*buku*' and modifier '*itu*'.

b) Class shifts: Class shift, as explained by Catford, is a shift that occurs when the translation equivalent of a SL item is a member of a different class from the original item. It means that SL has different class with TL (Catford, 1965: 78). A shift of class can happen from a noun into adjective, verbs into adjectives, etc. To simplify the illustration of each word classes, we may explore the explanations of word classes by Quirk in his book entitled 'A University Grammar of English' as follow.

Classes of word in English are adjective, adverb, noun, pronoun, and verb. Adjective is a word that describes a noun or pronoun. We can identify a word is an adjective by considering what inflections or affixes it will allow. Adjective can be modified by the intensifier 'very', as in: 'The children are very happy' (Quirk, 1973: 114). Adjective also shows comparative and superlative form, as an example: 'The children are happier now' (Quirk, 1973: 115). Adjective functions as attributive, as shown in: 'The beautiful painting' (Quirk, 1973: 115). Adjective functions as object

complement, for example: 'He pulled his belt tight' (Quirk, 1973: 115). And adjective also functions as head of noun phrase, as like in the following example: 'The extremely old need a great deal of attention' (Quirk, 1973: 118).

Adverb is a word or group of words that describes or adds to the meaning of a verb, an adjective, another adverb, or a whole sentence. The most characteristic of the adverb is morphological; the majority of the adverbs have the derivational suffix '-ly'. Adverb has two characteristics (functions); those are adverbs functions as adverbial, can be seen from: 'He spoke to me about it briefly'. The second function is adverb as modifier of adjective and adverb, which can be seen from: 'She has a really beautiful face', and: 'They are smoking very heavily' (adverb as intensifier) (Quirk, 1973: 125-127).

Noun is a word or group of words that refers to a person, a place, a thing or activity, or a quality or an idea. Noun can be divided into two subclasses; they are 'Count Noun' and 'Non-Count Noun'. Count noun means the noun which must be seen as individual countable entities and cannot be viewed as an undifferentiated mass (such as: chair, word, finger, remark). And 'Non-Count Noun' means the noun which must be seen group of things as an undifferentiated mass or continuum (such as: grass, warmth, humor). Basically, the noun is also as the noun phrase that functions as subject, object, complement of the sentence, and as complement in prepositional phrase. In 'The girl is Mary Smith' (Quirk, 1973: 59), 'the girl' functions as a subject.

Pronoun is a word that is used in place of a noun or noun phrase. Pronoun constitutes a heterogeneous class of items with numerous subclasses, like: they, we, I, you, he, she, it, etc. Verb is the element of sentence that expresses or describes an action, an event, experience, or a state which is performed by the subject and it stands before object. One example of verb is 'grew' in 'His brother grew happier gradually' (Quirk,

1973: 12). The word 'grew' in the example above is a verb; the word here can be said as a verb because it states an action of the subject.

And here are the examples of class shift:

1) SL: *Mereka bekerja dengan <u>lambat</u>.*
   TL: They are working <u>slowly</u> (Sneddon, 1996: 336).
2) SL: *Mereka melawan teroris dengan <u>gigih</u>.*
   TL: They opposed the terrorists <u>resolutely</u> (Sneddon, 1996: 336).

In the example (1), the word '*lambat*' in the source language functions as an adjective; and the word 'slowly' in the target language functions as an adverb. So, the translation equivalent of the adjective '*lambat*' in the source language is the adverb 'slowly' in the target language.

Class shift also occurs in the example (2). It happens from an adjective into an adverb. The word '*gigih*' in the source language is an adjective and it is translated into 'resolutely' which is categorized as an adverb in the target language.

c) Unit shifts or rank shifts: Catford defined unit shift as a change of rank, 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 (Catford, 1965: 79).Unit shift as a change of rank may happen from word to phrase, phrase to word or phrase to clause. Oxford dictionary defined word as a sound or group of sounds that expresses a meaning and forms an independent unit of a language (Oxford Dictionary: 1374). Whereas Longman Dictionary defined it as the smallest unit of spoken language which has meaning and can stand alone, such as: good, goodness (Longman Dictionary: 1213).

Phrase by Oxford dictionary was defined as a group of words without a verb, especially one that forms part of sentence: 'The green car' and 'a half past four' are phrases (Oxford dictionary: 868). Both phrases in examples above have a higher position (unit/rank) than a word.

A shift of unit can happen from word to phrase, phrase to word or phrase to clause. Here are some examples of unit shifts:

1) SL: Your <u>watch</u> is very sophisticated.
   TL: *Jam tangan anda sangat canggih* (Margono, 1999: 6).
2) SL: There is <u>an exhibition</u>.
   TL: *Ada pertunjukan* (Margono, 1999:15).

In the first example, it is found that a unit shift in translation shows a change of rank. As we see, the word 'watch' (in a lower rank) in the source language is translated into a phrase '*jam tangan*' (in a higher rank) in the target language. Unit shift is also found in the second example, the noun phrase 'an exhibition' (higher rank) in source language is translated into a word '*pertunjukan*' which is a part of the lower rank in the target language.

d) Intra-system shifts: These are shifts that occur internally, within a system: that is, for those cases where the source language (SL) and the target language (TL) possess systems which approximately correspond formally as to their structure, but it does not occur when translation involves the selection of a non-corresponding term in the TL system (Catford, 1965: 80). Moreover, in each language, the system is one of two terms, they are 'singular' and 'plural' and these terms are also regarded as formally corresponding. Below are the examples of intra-system shift:

Examples:

1) SL: <u>Balinese</u> people go to the exhibition.
   TL: *Orang Bali menonton pertunjukan itu* (Margono, 1999: 15).
2) SL: <u>Tourists</u> pay attention to the exhibition.
   TL: *Wisatawan menaruh perhatian kepada pertunjukan itu* (Margono, 1999: 15).

From both examples, it can be found that there are departures from the source language into target language. There is a corresponding plural form for 'people' through a repetition of the word '*orang*' (*orang-orang*) in Indonesian, but the Indonesian language system shows it in a singular form '*orang*'. It also has a corresponding plural form for 'tourists' through a

repetition of the word '*wisatawan*' (*wisatawan-wisatawan*) or using additional word '*para + wisatawan*' in Indonesian, but the system of Indonesian language still shows it in a singular form '*wisatawan*'.

1.7.4.2 Newmark's Transpositions or Shifts

According to Newmark (1988: 85-88), transposition consists of four types of grammatical changes. The first type concerns with the change of word's form (from plural to singular) or the position of adjectives which offers the translator no choice. For instance:

1) SL: <u>Balinese people</u> go to the exhibition.
   TL: <u>*Orang Bali* *menonton pertunjukan itu*</u> (Margono, 1999: 15).
2) SL: <u>Tourists</u> pay attention to the exhibition.
   TL: <u>*Wisatawan*</u> *menaruh perhatian kepada pertunjukan itu* (Margono, 1999: 15).

From the examples above, it is seen that the English plural words are changed to singular in Indonesian. Also, in the first example, the position of adjective 'Balinese' in the SL changes in the TL. Concerning position change, it is clearly exemplified in the English-Indonesian translation, such as: 'a red car', '*mobil merah*'; 'a beautiful girl', '*wanita cantik*'. It is noticed that the position of the adjective changes from English into Indonesian. This change in position is not arbitrary, since it depends on the TL structure.

The second type of transposition is usually used when "the TL does not have the equal grammatical structure of the SL". In this case, the translator looks for other options that help conveying the meaning of the ST. For example, the English expression: "working as he did rather for the love of his art than for the acquirement of wealth…" (Doyle, 1892: 213) might be translated into Indonesian as follows "*ia mendasarkan pekerjaannya pada rasa cinta kepada seninya itu, bukannya pada ambisi untuk memperoleh kekayaan*" (Ismanto, et al., 2014: 147).

For the third type, Newmark (1988) defines it as "the one where literal translation is grammatically possible but may not accord with the natural usage in the TL". For instance:

SL: I would not miss it for anything (Doyle, 1892: 213).

TL: *Aku tak mau melewatkan apapun* (Ismanto, et al., 2014: 147).

The SL adverb becomes an infinitive phrase in the TL:

SL: soothingly (Ismanto, et al., 2014: 147).
TL: *untuk menenangkan wanita itu* (Ismanto, et al., 2014: 148).

Concerning the fourth type, it occurs when "the translator uses a grammatical structure as a way to replace a lexical gap". For the sake of clarification, here is one of the interesting examples used by Newmark (1988) in his 'Textbook of Translation':

ST: *Après <u>sa sortie</u>* (After discharge).
TT: After <u>he had gone out</u> (Newmark, 1988: 87).

Here, we notice that the grammatical structure of the TL is used as a way to compensate for or replace the lexical gap existing in its linguistic system. In short, transposition concerns the changes of grammatical categories in translation. This procedure is frequently used by translators, since it offers a variety of possibilities that help avoiding the problem of untranslatability.

1.8 Research Method

This section covers six parts that spell out different explanations concerned with the method of this research. The source of data used in this research is described in the first sub-part. Followed by the research design and Content Analysis in the part two and three, respectively. After that, steps of the research are explained in the fourth. And then in the fifth, there is technique-and-instrument-of-collecting-data part, closed by the explanation about Data Analysis that is presented in the last part.

1.8.1 Source of Data

The data was taken selectively from an English short story entitled 'The Adventure of the Speckled Band' as the SL text, and its Indonesian translation 'The Speckled Band - *Pita Berbintik*' as the TL text. It is one of 56 short Holmes stories written by Arthur Conan Doyle, which is the eight of the twelve stories collected in 'The Adventures of Sherlock Holmes'. The story was first published in Strand

Magazine in February 1892. It is considered as the best Holmes story revealed by the author himself. The first British edition of the collection was published in June 1927 by John Murray Publisher. While the book used as the data source is also a collectible edition, published by Barnes & Noble in 2009 (pages 213-223). It was translated into Indonesian several times over the years by different translators, but the researcher only used the latest one that was translated by Ismanto, Ahmad Asnawi, Sutrisno, and others as the TL text/source of data of this research. It is a part of a collectible edition entitled 'Sherlock Holmes: A Collector's Edition' which was published by IndoLiterasi in 2014 (pages 147-169).

1.8.2 Research Design

This research used qualitative approach since the aim of this research is to shed some light on the variation of translation shifts theory carried out by Catford (1965) and Newmark's synthesis (1988) through analysis of structures between original English story entitled 'The Adventure of the Speckled Band' and its Indonesian translation, which involved documents or texts as the source data. In presenting the data, its findings and analysis, this research applied descriptive qualitative design due to the goal is to describe emerging themes, patterns, concepts, insights, and understandings of the researched elements (Patton, 2002), which is appropriate for this study.

1.8.3 Content Analysis

The method of this research is content analysis method considering that this study involved texts as the data sources to be analyzed descriptively, since qualitative content analysis has been defined as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005: 1278).

1.8.4 Steps of the Research

There are seven steps in this research, adapted from the process of qualitative content analysis discussed by Zhang and Wildemuth (2009: 308-319), beginning

with preparing the data and proceeding through writing up the findings. The steps described in sequence below.

1) Preparing the data and reading closely both the original and the translated short story entitled 'The Adventure of the Speckled Band'.

2) Developing a coding scheme. A coding manual drawing on Catford's shifts model and Newmark's shift types were developed. It consists of category names, definitions or rules for assigning codes, and examples (Weber, 1990).

3) Testing the coding scheme on a sample of SL-TL text. After the sample is coded, the coding consistency was checked by the researcher through an assessment.

4) Coding all the text.

5) Assessing the coding consistency of all the text.

6) Drawing conclusion from the coded data.

7) Reporting the findings. After the process of collecting the coded data, then the data was described drawing on Catford's and Newmark's theory of translation shifts.

1.8.5 Technique and Instruments of Collecting Data

Payne and Payne (2004) states that Document Analysis is the techniques used to categorize, investigate, interpret and identify the limitations of physical sources, most commonly written documents. This research used the technique of Document Analysis, which means the data was collected through the analysis of printed material/existing information (i.e. short story). The only instrument of this research is the researcher herself who did the process of research and data analysis.

1.8.6 Data Analysis

The process of content analysis in this study used inductive reasoning, by which themes and categories emerge from the data through the researcher's careful examination and constant comparison without excluding deductive reasoning. Based on the degree of involvement of inductive reasoning, this study used directed content analysis approach to analyze the data, in which initial coding starts with a theory or

relevant research findings. Then, during the data analysis, the researcher engaged herself in the data and allowed themes to emerge from the data (Hsieh and Shannon, 2005: 1277-1288). The steps specified as follows:

1) Developing a coding scheme. A coding manual drawing on Catford's shifts model and Newmark's shift types were developed. It consists of category names, definitions or rules for assigning codes, and examples.

2) Testing the coding scheme on a sample of SL-TL text. After the sample was coded, the coding consistency was checked by the researcher through an assessment.

3) Coding all the text.

4) Assessing the coding consistency of all the text.

5) Drawing conclusion from the coded data.

1.9 Literature Review

Larson (1998: 153) claims that there is "seldom a complete match between languages and that is why it is often necessary to translate one word in the source text by several words in the target text in order to provide the best meaning". She also sustains that there is a significant gap between cultures of the people who speak different languages and as a result, it is the translator's job to make as many adjustment as necessary during the process of translation.

On the other hand, the frequency of shifts occurring in the translation process sometimes matters and has significant role in making equivalence between two languages. Some studies in this area have been conducted. Knowing the previous studies will help determine the position of the current study. Akbari (2006), Vossoughi and Pourebrahim (2010), Suhaila (2010), and Rezvani (2014) are some of many researchers studying the notion of translation shifts.

In a study conducted by Akbari (2006), the researcher investigated different types of Catford's theory-based structural shifts found in children's literature from English to Persian with the aim of exploring the act of message transfer from the source text to the target readers. To do so, the researcher collected the empirical data based on the stylistic comparison of the source text and the target text sentences from

ten's children literature publications. These shifts were categorized under four subcategories including 'addition and deletion', 'word order re-arrangement', 'sentence voice' and 'sentence tense'. The result of her study showed that the most common structural shift used in the translation of such texts was 'word order re-arrangement'.

In Vossoughi and Pourebrahim's study (2010), the realization of Catford's shifts was investigated in the Farsi translation of English psychology texts. This study consisted of a thorough examination of five books on psychology that were originally written in English, and their Farsi translations, with a total of six chapters were selected randomly for the analysis. The obtained results of this research demonstrated that all types of Catford's shifts were used in the translation of psychology texts from English into Farsi. Furthermore, it proved that structural shifts were the most frequently used types of translation shifts.

Suhaila (2010) carried out a study of unit-shift analysis of English-Indonesian translation of 'The Tale of the Three Brothers' by J.K Rowling based on Catford's translation shift theory. She investigated the patterns of unit shifts occured in the texts and what factors which can cause or affect each unit shift. The results of the study demonstrated that the patterns of unit shift found in the texts are shifts from morpheme to word, shifts from word to phrase, shifts from phrase to word, shifts from phrase to clause, shift from clause to word, shift from clause to phrase, and shift from clause to sentence. The factors that cause or affect each unit shift were also classified, whether because of lexical aspects or grammatical aspects, based on the theory of Mildred L. Larson.

In another study carried out by Rezvani (2014), the researcher investigated the frequencies of different types of translation shifts occurring in translations form Arabic into English drawing on Catford's (1956) shift model. He selected seven translations of the first thirty verses of the Chapter 'Yusuf' translated by Sarwar, Arberry, Irring, Pickthall, Saffarzade, Shakir and Yusef Ali to be studied. First, each element was compared for any probable shift. Then, the Chi-square procedure was applied in order to establish the existence of any statistically significant differences in shift frequencies. The results indicated that there was a statistically significant

difference between five types of shifts. The results also revealed that the most frequent translation shifts from Arabic into Persian were unit shifts and level shifts.

The position of this research is not to follow up these previous studies, but to put itself in another position. Akbari's study (2006) investigated different types of structural shifts in children's literature translated from English into Persian that aimed to explore the act of message transfer from the source text to the target readership. These shifts were categorized under three subcategories including 'addition and deletion', 'word order re-arrangement', 'sentence voice' and 'sentence tense'. The study carried out by Vossoughi and Pourebrahim (2010) investigated the realization of Catford's theory of translation shifts in six books of psychology written in English and their Farsi translations, and Suhaila (2010) studied the analysis of Catford's unit shift found in J.K Rowling's story 'The Tale of the Three Brothers'. Meanwhile, Rezvani (2014) investigated the frequencies of different types of translation shifts occurring in seven translations of the first thirty verses of the Chapter 'Yusuf' translated by different translators form Arabic into English drawing on Catford's (1956) shift model. In contrast to the previous studies mentioned above, the current study is to find out the variation of translation shifts that occur in English-Indonesian translation of 'The Adventure of the Speckled Band' Story by Arthur Conan Doyle, drawing on Catford's shift model and Newmark's shift types.

CHAPTER IV
CONCLUSION

4.1 Conclusion

1) Catford's types of translation shifts were all found in the data source. They were level shifts and category shifts. The sub-types of category shifts are structure shift, class shift, unit shift and intra-system shift. Among both major shifts encountered, the most frequent shift found in the data was category shift, and the least shift found was level shift. Among the sub-types of category shift, the most frequent shift found was structure shift. This may be due to the structural differences between English and Indonesian, or it might be the translators' way to meet the expectations of the target readers that the translators demonstrated a higher tendency toward structure shifts.

2) Newmark's types of translation shifts were all found in the data source; the change from plural to singular or the position of the adjective, the change when the TL does not have equal grammatical structure of SL, the change where literal translation is grammatically possible but may not accord to natural usage in the TL, and the change using grammatical structure as a way to replace lexical gap. The change where literal translation is grammatically possible but may not accord to natural usage in the TL, was the most frequent type found in the data. And the least frequent one found was the change using a grammatical structure as a way to replace lexical gap. It was due to most of literal translation of the findings which is accurate in content but does not sound natural in the TL, was more frequently found in the case of the data source, compared to those of lexical gap matters. This may be due to the story which is fictional and was written at the time when old-fashioned English was still used, that it brings about a lot of such cases as the translators' way to meet the expectations of the target readers.

4.2 Suggestion

There are some beneficial things that can be taken from this research especially for the students who are interested in comprehending translation studies specifically about translation shifts, and for other researchers who eager to investigate more about translation shifts drawing on Catford and Newmark's types. The researcher recommends the following suggestions:

1) The readers especially those who are majoring in translation studies can benefit from the result of this study. As this study gives more academic input, that it can guide them in developing translation study analysis focused on translation shifts.

2) Since this study is assumed to guide other researchers of how to identify the patterns of the types of translation shifts, the other researchers can in-depth investigating about the theory of translation shifts to produce more results which are newer and more interesting to explore. Further research can be conducted to investigate structure shifts or the third type of Newmark's shifts in the case of literary translation where stylistic changes tend to result in deviations from formal structure.

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