

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review of the study. It explains 1) translation definition, which is aimed at giving the fundamental knowledge, 2) types of translation, 3) translation procedures, 4) general criteria evaluation in translation, 5) shifts in translation, 6) sentences. Those relevant theories are used to analyze and also support this study in order to find out the category shifts in translation of complex sentences found in it.

2.1 Translation Definition

Some experts give various definitions about translation which have been expressed in a different ways even when they refer to the same point. In this chapter the writer quotes some definitions proposed by some experts in order to have a clear explanation about translation.

According to Newmark (1988:5), "Translation is rendering the meaning of a text into another language in the way that the author intended the text." Newmark's definition of translation is held by Nida who state that translation consists in reproducing message of the receptor language into the closest natural equivalent of the source language, first in terms of meaning and secondly in terms of style.

In addition to the statement above, Catford (1965) define translation as the replacement of textual material in another language. It means, in the process of translation equivalency has a huge importance that if the translation text and the original text are not equivalent, it will not be considered as good translation.

Bassnett (1980:2) mentioned that 'Translation involves the rendering of the SL text into the TL as to ensure that the surface meaning of the two will be approximately similar and the structures of the SL will be preserves as closely as possible but not so closely that the TL structure will be seriously distorted'. Based on this explanation there are two things in translation which have to be considered. First is the meaning of SL has to be conveyed in TL, and then second is that the structures of TL are designed as closely as possible to its SL without seriously distorting TL structures.

From all definition above, it can be concluded that basically translation is a process of transferring the message from one language (SL) to another language (TL) without changing the meaning.

2.2 Types of Translation

Generally, according to Bandu (2002:24), translating activity is divided into two, namely live translation and written translation. Live translation is translation which is done directly and orally. This kind of translation requires two capability or skill of transferring a language or speech directly, rapidly and appropriately.

Fluency of both source language and target language is very important. While, written translation is a translation which is done in written form.

According to Lado (in Bandu, 2002: 24), written translation consists of:

1. Factual translation, transferring a set of factual information from one language to another.
2. Literary translation, namely translation for the purpose of art and literature such as translation of prose, poetry, drama, comics, motion picture, and so on.

2.3 Translation Procedures

Newmark (1988) proposes some translation procedures used for sentences and the smaller units of language as follows:

2.3.1 Literal

Literal or word for word translation is the direct transfer of a SL text into a grammatical and idiomatically appropriate TL text (Vinay and Dalbernet, 2002: 130)

- Example: - SL = Amy drinks a glass of tea everyday.
- SL = Amy minum segelas teh setiap hari.

2.3.2 Transference

This procedure occurs in which the SL words are transferred into TL text directly without changing lexical unit (loan words).

- Example: - SL = The sound of alarm is very noisy.

- TL = Suara alarm sangat berisik.

2.3.3 Naturalization

In this procedure, initially the SL words are adjusted to the normal pronunciation of TL and then it is adapted to the form of words (normal morphology)

Example: - SL = What is your mission?

- TL = Apa misimu?

2.3.4 Cultural Equivalent

In this procedure, the SL cultural words are translated by TL cultural words. The using of this procedure is limited since it is not accurate.

Example: - SL = Prime Minister

- TL = Perdana Menteri

2.3.5 Functional Equivalent

This procedure is used to culture free words, sometimes without new specific item. It is also applied when a SL technical word has no TL equivalent.

Example: - SL = Baccalaureat (French)

- TL = French secondary school leaving exam (English)

2.3.6 Descriptive Equivalent

This procedure is applied when translator SL cannot be transferred as it is; therefore it needs obvious explanation or description for translating it.

Example: - SL = Samurai

- TL = The Japanese feudal military aristocracy

2.3.7 Synonymy

This procedure is used by replacing the equivalent of SL by other words having same meaning in TL.

Example: - SL = There you will find a treasure that will make you a rich man.

- TL = Disana kau akan menemukan harta yang bakal membuatmu kaya raya.

2.3.8 Through-Translation

It is a literal translation of common collocations, names organization, and the components of compounds which are already recognized.

Example: United Nations (PBB), NATO, WHO, etc.

2.3.9 Shifts or Transposition

This procedure is used by changing the grammar from SL to TL, singular to plural, and word order. It is required when an SL grammatical structure does not exist in the TL.

Example:

1. Under a spell (prep + noun) → disihir (verb)

- SL = Playing as if he were under a spell, he scored three goals to give

Class Three a great 3-2 victory.

- TL = Seolah-olah dirinya disihir, ia menyarangkan tiga gol dan mempersembahkan kemenangan 3-2 yang fantastis bagi Kelas Tiga.

2. Think (verb) → pendapat (noun)

- SL = I wonder what you think she was.
- TL = Aku ingin tahu apa pendapatmu tentang dia.

3. Into (prep) → memasuki (verb)

- SL = As soon as their new teacher walked into the classroom on the first day of term, the children of Class Three sensed that there was something different about her.
- TL = Begitu guru baru mereka berjalan memasuki kelas pada hari pertama kuartal itu, anak-anak Kelas Tiga sudah merasa ada sesuatu yang berbeda pada diri guru itu.

2.3.10 Modulation

This procedure is to define a variation through a change of viewpoint of perspective, and very often of category of thought. It is divided into abstract for concrete, cause for effect, one part for another, reversal of terms, active for passive, space for time, intervals and limits, and change of symbols.

Example: - SL = This book describes people's inability to choose their own personal legends.

- TL = Dalam buku ini digambarkan ketidakmampuan orang memilih takdir sendiri.

2.3.11 Recognized Translation

This procedure is used by using official or institutional terms that are known and accepted by the reader.

Example: - SL = Rechtsstaat (French)
- TL = Constitutional state (English)

2.3.12 Translation Label

This procedure is applied provincial term, which is new institutional term made in inverted commas and be discreetly withdrawn.

Example: - SL = Langue d'heritage (French)
- TL = Heritage language (English)

2.3.13 Compensation

It is done when loss meaning sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part.

2.3.14 Componential Analysis

This procedure is applied for separately lexical unit into its sense component. It is comparing a SL word with a TL word having a similar meaning, but is not an obvious one-to-one equivalent by demonstrating their common and then their differing sense components.

2.3.15 Reduction and Expansion

In this procedures, reduction means eliminating or removing words in which their existence in SL do not convey significant meaning even make

the reader confuse with its long explanation. In this case, the original information contained in the TL does not change.

Example: - SL = Keduanya sering berkelahi hanya karena berebut makanan.

- TL = Both of them often fought only because of food.

Meanwhile, expansion means adding more words in translating the SL to express brief and clear message of SL for the reader.

Example: - SL = Kalau mereka mampu, aku akan mencium kakimu.

- TL = If they can withdraw this, I will kiss your leg.

2.3.16 Paraphrase

This procedure is used to help the translator in transferring the original information by modifying the TL through other words in which the author's intention does not alter.

Example: - SL = Much better.

- TL = Begitu jauh lebih baik.

2.3.17 Couplets

This procedure is used by combining 2 procedures to resolve a style problem.

Example: - SL = Grace gave me cadbury yesterday.

- TL = Grace memberikanku sebatang coklat cadbury kemarin.

2.3.18 Notes, Additon, Glosses

This procedure is used to give brief explanation by giving additional information that can be placed within the text at bottom of page, at end of chapter or at end of book.

2.4 General criteria evaluation in translation

To make the readers convenient in reading translation texts, the translator has to consider the quality of the target language. By evaluating the translation, it can show the quality of translation produced by the translator. As Larson (1984:85) argues that there are three kinds of general criteria evaluation translation as follows:

1. Accuracy

It means that a translator transfers the information of the source text completely, without any deletions.

2. Clarity

It refers to the forms of language used in translating should make the message of the source text as easy to understand as the source text itself is to understand. Then, the translation will be smooth, understandable, and also easy to be read.

3. Naturalness

It deals with how the translator chooses the vocabulary and grammatical structure that are commonly used. There fore the receptor language will sound natural.

2.5 Shifts in Translation

A shift according to Newmark (1988:85) is a translation procedure involving a change in the grammar from SL to TL. By shifts Catford (1965:73) means departures from formal correspondence in the process of going from the SL to the TL. Two major types of shift occur: level shift and category shift. Level shifts are the shifts where the SL item at one linguistic level (e.g. grammar) has a TL equivalent at a different level (e.g. lexis). Translation equivalence may occur between sentences, clauses, groups, words and (though rarely) morphemes. Category shifts are departures from formal correspondence in translation. A formal correspondent is any category (unit, class, structure, element of structure, etc.) which can be said to occupy, as nearly as possible, the 'same' place in the economy of the TL as the given SL category occupies in the SL. Category-shifts are subdivided into four kinds, namely: (1) Structure-shifts; (2) Class-shifts; (3) Unit-shifts (rank-changes); and (4) Intra-system shifts.

1. Structure Shift

Structure shifts are the shifts, which involve a grammatical change between the structure of the SL and that of TL. In grammar, structure-shifts can occur at all ranks. A structure is an arrangement of elements. Thus, the elements of structure of the English unit are predicator (P), subject (S), complement (C), adjunct (A).

Example of structure shift:

- SL = "That was because Miss Jones picked all the wimps," explained Jack.

- TL = "Itu karena pemain yang dipilih Miss Jones pengecut semua," Jack menjelaskan.

- SL = She was pretending to look at Tom, the boy with grommets, but Jack could tell that she was up to something from the quiet humming noise that was coming from her direction.

- TL = Ms Wiz pura-pura menengok Tom, anak yang memakai slang kecil di kedua telinganya. Tapi dengungan pelan yang berasal dari arah Ms Wiz memberitahu Jack bahwa dokter itu merencanakan sesuatu.

2. Class Shift

Class shifts are the shifts that occur when the translation equivalent of a SL item is a member of a different class from the original item. The example is a verb may be translated with a noun. Following Halliday, Catford (1965:78) defines a class as 'that grouping of members of a given unit which is defined by operation in the structure of the unit next above in the rank scale'.

Word-classes according to Halliday (1985:191) are:

1. Nominals

a. Noun (N). This word typically name entities such as individuals (Andy, Sarah) and objects (table, window). Examples: Robert, glass, sadness.

b. Adjective (Adj). Adjective is a word which is used to modify noun or pronoun. Examples: big, kind, nice.

c. Numeral (Num). This is a symbol that representing a number. Examples: five, seven, nine.

d. Determiner (Det). It is a word that comes before a noun to show how the noun is being used. Examples: these, the.

2. Verbal

a. Verb (V). Verb, characteristically designate actions (run, jump), sensations (feel, hurt), and states (be, remain). Examples: buy, think, hate.

b. Preposition (Prep). Preposition is a word that connects one word to another. Examples: among, about, around, from, to

3. Adverbials

a. Adverb (Adv). Adverb is a word that modifies a verb, an adjective, or another adverb. Example: last night, finally, by motorcycle.

b. Conjunction (Conj). Conjunction is a word that connects words, phrases, or clauses. Examples: yet, that, although, but, that.

Examples of class shift:

- On (Prep) → menghiasi (V)

SL = He was sitting in his study with Ms. Wiz, who at this moment was looking at him with an annoying little smile on her face.

TL = Saat itu ia sedang duduk di ruang kerjanya bersama Ms.Wiz, yang memandangnya dengan senyum kecil menjengkelkan menghiasi wajahnya.

- look (V) → penampilan (N)

SL = “You find something wrong with the way I look?” asked Ms.Wiz, who was beginning to be confused by this conversation.

TL = “Anda menemukan sesuatu yang salah pada penampilan saya?” ,tanya Ms Wiz, mulai bingung oleh percakapan ini.

- Film star (Adj + N) → bintang film (N + N)

SL = Caroline drew the mansion that she would have when she became a film star.

TL = Caroline menggambar rumah megah yang akan dimilikinya kalau ia kelak menjadi bintang film.

3. Unit Shift

By unit shifts Catford (1965):79) means changes of rank that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL. In English grammar we recognize hierarchy of five units: (1) sentence, (2)

clause, (3) group/phrase, (4) word, and (5) morpheme. Catford said, unit-shifts can occur from word into clause, phrase into clause, etc. Examples:

Clause = sentence

- SL = She was pretending to look at Tom, the boy with grommets, but Jack could tell that she was up to something from the quiet humming noise that was coming from her direction.

- TL = Ms Wiz pura-pura menengok Tom, anak yang memakai slang kecil di kedua telinganya. Tapi dengungan pelan yang berasal dari arah Ms Wiz memberitahu Jack bahwa dokter itu merencanakan sesuatu.

- Glanced over (phrase) = melirik (word)

SL = Jack glanced over to where Ms Wiz was standing.

TL = Jack melirik ke tempat Ms Wiz berdiri.

- Wisely (word) = dengan bijaksana (phrase)

SL = Caroline put the waste-paper basket beneath Archie who was now looking around the classroom, blinking wisely.

TL = Caroline meletakkan keranjang sampah di bawah Archie yang kini mengedarkan pandang ke sekeliling kelas, mengedip dengan bijaksana.

4. Intra system Shift

Catford uses (1965:79) the term intra system-shift for those cases where the shift occurs internally, within a system; that is, for those cases where SL and TL possess system which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system. Examples of a system in grammar might be the number system (Singular/plural) of many languages. Examples of the shifts from English into Indonesian:

- SL = "Please close your eyes while I cast the spells," she said.
- TL = "Pejamkan mata kalian sementara aku merapalkan mantranya," ia berkata.
- SL = It was then that Herbert decided the chimney was moving around rather too much for comfort-and made for the safety of the School Inspector's underpants.
- TL = Ketika itulah Herbert memutuskan bahwa cerobong asapnya terlalu banyak bergerak sehingga tidak nyaman lagi untuk dipanjat. Ia pun bergegas mencari tempat yang aman dan menuju celana dalam Penilik Sekolah.

2.6 Sentences

A sentence according to Frank (1972:220) is a full predication containing a subject plus a predicate with a finite verb. The classification of sentences by

number of full predication is based on the number and kind of clauses within a sentence. The classification is simple sentence, compound sentence, complex sentence.

- **Simple sentence**

Simple sentence contains only one clause. Usually, the sentence has a subject as well as a predicate and both the subject and the predicate may have modifiers.

Examples:

1. SL = This is her story.

TL = Inilah kisah dirinya.

2. SL = Most surprising of all, she wasn't frightened.

TL = Yang paling aneh, ia tidak kelihatan takut.

3. SL = She pulled out a China cat.

TL = Ia mengeluarkan sebuah kucing porselen.

- **Compound sentence**

A compound sentence consists of two or more independent clause (or simple sentences) which are equal joined by coordinating conjunctions, like and, but, or, so.

Examples:

1.SL = She wore tight jeans and a purple blouse.

TL = Ia mengenakan jins ketat dan blus ungu.

2.SL = Her fingers were decorated with several large rings and black nail varnish.

TL = Jemarinya dihiasi beberapa cincin besar dan kuteks hitam.

3.SL = Just you wait and see.

TL = Tunggu dan lihat saja.

- **Complex sentences**

Werner (1990: 174) mentioned that complex sentence is a sentence that has a main (independent) clause and at least one dependent clause. A main clause has a subject and verb and can stand alone. It is a complete sentence. A dependent clause also has a subject and verb, but alone, it is not incomplete: it depends on the main clause.

Complex sentences have at least two subject/verb combinations. In many cases, a dependent clause can either begin or end a sentence. If a dependent clause begins a sentence, a comma normally follows it. No comma precedes the clause if it ends the sentences.

In a complex sentence, the dependent clause is connected to the main clause by a subordinating conjunction, such as when, because, although, if. English has numerous subordinating conjunctions; each shows a different relationship between the two clauses.

Example:

1. SL = You know where I stand on bullying.

TL = Kau tahu bagaimana aku menghadapi gertakan.

2. SL = She waved to the other children before making her way out of the ward, followed by Herbert's mouse army.

TL = Ms. Wiz melambaikan tangan ke anak-anak lain sebelum meninggalkan bangsal, diikuti oleh pasukan tikus Herbert.

3. SL = When he opened them, Mr. Bailey was chewing with a slightly pained smile.

TL = Ketika ia membuka mata lagi, Mr. Bailey tengah mengunyah sambil meringis sedikit.

There are three types of dependent clauses:

1. Adverbial Clause

Adverbial clause is a dependent clause used as an adverb; it therefore can modify a verb, an adjective, a verbal, another adverb, or a sentence. The following are examples of adverbial clauses arranged according to the meaning of the subordinate conjunction.

- Time: when, whenever, while, since, after, before, until, as

- "So what do you say to me every morning when I walk in?"

- "I'm going to give you a proper larupping when you get home."

- Place: where, wherever
 - There was a humming sound from the back of the stage where Ms Wiz was sitting quietly.
 - “I go where magic is needed,” said Ms Wiz.
- Manner: as, as if
 - She looked as if she were on her way to a disco, not teaching at school.
 - Theatre? Thought Jack as he was wheeled into a brightly-coloured ward.
- Comparison: as, than
 - The new machine is just as efficient as the old one.
 - The new machine is less expensive than the old one.
- Reason, cause, purpose: as, because, so that, in order that, for fear that, since
 - “That was because Miss Jones picked all the wimps,” explained Jack.
 - They never heard how Katrina flew around the class three times on a vacuum cleaner after she had complained that Ms Wiz couldn’t be a real witch-Sorry, Paranormal Operative-because she didn’t ride a broomstick.
- Result: so...that, such...that/ ...such that
 - She is so emotional that every little thing upset her.
 - This is such an ugly chair that I am going to give it away.
- Condition: if, whether, unless, provided (that), on condition that, as/so long as, supposing (that)

- "I'd keep an eye on the situation if I were you, head teacher," said Miss Gomaz.

- Playing as if he were under a spell, he scored three goals to give Class Three a great 3-2 victory.

• Contrast, concession: although, though, even though, no matter if, while, even if, wherever, whenever, whatever, as much as, whereas

- His first time in hospital and his father had driven into a bus while chasing the ambulance.

- There will be no unpleasant spells around here while I'm your teacher.

2. Adjective Clause

An adjective clause is a dependent clause used as an adjective; it modifies a noun or pronoun. These clauses are introduced by two different kinds of words which always occur just after the noun that the clause modifies.

Adjective clauses are usually introduced by the relative pronouns who, whom, whose, which, and that.

Example of Adjective Clause:

- "Serves that Ms Clevercloghts right," said Mrs. Hicks, who was watching the match with Miss Gomaz.

- "Do something," said Caroline who was standing next to Ms Wiz.

- It was Podge, who was probably the most annoying and certainly the greediest boy in the class.

3. Noun Clause

Noun Clause is a subordinate clause used as a noun. It functions as a noun in the sentence

Example of noun clause:

- You know where I stand on bullying.
- I wonder what you think she was.
- A few of them thought that she was just a bit mad.

