

ENCOURAGING STUDENTS' INDEPENDENCY TO WRITE THROUGH THE ANALYSIS OF ENGLISH – INDONESIAN TRANSLATION SHIFT IN "THE LUNCHEON"

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ABSTRACT

The paper deals firstly with some theoretical reflections about translational process and review about a short story "The Luncheon". Then, some writing procedure which can be carried out with undergraduate students is described. Since grammar is one of the important aspects in writing, the students' understanding on parts of sentence including translation shift becomes interesting to discuss. Moreover, a short story is an interesting media to use in class. This research discusses the translation shifts occurred in the translation of the short story and tries to explain how the result of the analysis can help students to write creatively. This is a qualitative descriptive research because the researcher provides the verbal description of the translation shift phenomenon occurred in the translation of "The Luncheon" by employing Catford's classification of shifts. The result of this research shows that all types of shift are found in the translation of the short story. The most frequently-occurred shift is the *structure shift* (56.9%). Further, the result of the analysis can be applied as a mean to teach English writing for college students that it deals with analyzing and comprehending both SL and TL grammatical system as one important aspects of writing.

Keywords: Translation shifts, teaching, writing

1 INTRODUCTION

English has becoming popular and learnt by students from elementary to university students. The need of more information toward world issues makes them learn English both spoken and written. For the academic reason, they go to school and college. Based on the interview with the second semester students of Purworejo Muhammadiyah University, writing is considered as a difficult skill among four the language skills. The reasons are that students should produce a writing using correct grammatical sentences, appropriate vocabulary and word choice following the writing convention. The need of good writing is required for university students. Troyka (1987) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self idea and to provide information for the reader. Grammar is important to make a writing well understood by the readers and to avoid misinterpretation.

A short story "The Luncheon" by William Somerset Maugham has rich of material for learning grammar through translation process. It is delightfully humorous narrative. "The Luncheon" is a *slice of life story* about Maugham's luncheon date proposed to him by a woman whom he hopes is a supporter of his art. Having only communicated with her through the mail, the author is rather surprised to meet a woman of forty who gives him "the impression of having more teeth, white and large and even, than were necessary for any practical purpose."

Translation is actually communication involving two different languages. Levy in Venuti (2000) who states that from the theological point of view translation is a process of communication; the objective of translating is to impart the knowledge of the original to the foreign reader. Translation is the process of replacing/reproducing/transferring from the SL written text/material/concept into its TL equivalent in such a way that you retain the meaning and style. Translation consists of changing from one state or form to another, to turn into one's own or another's language. Translation is basically a change of form. When we speak of the form of language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. These forms are referred to as the surface structure of a language. In translation the form of the source language is replaced by the form of the receptor (target) language (Catford). Translation contributes also in the development of science and technology since the sources of information can be from any places conveying in various different language. To understand the information people sometimes need the translated version. By viewing the facts above, translation is of great importance in people's life.

In the field of ELT translation also plays its role. It may be the tool to make the students get more understanding on the foreign language they learn. However, translation has been neglected for a long time one of them is due the birth of direct method and communicative language teaching (CLT). In fact, Fernandez-Guerra (2014: 154) states that recent studies show that, far from being useless and counter-productive, translation in language teaching can be a great aid to foreign language learning. \

Translation is a complex activity. It is not so simple that it is not only a matter of changing Source Language (SL) words into Target Language (TL) words. It involves several processes and considerations. One of the processes is translation procedures which one of them involved *transposition* or *translation shifts*. Transposition must occur in every translation activity, but not all students learning English as foreign language realize this.

Recently, there are many translation works provided in many fields. One of them is literary work. Literary work becomes important to be translated, for it provides people a means to get better understanding of other cultures. This is supported by Christ in Fernandez-Guerra (2014: 156) who states that literary texts are cultural messages that allow us to know the identity of different places, to value linguistic nuances and enhance students' creativity. Short story is one of literary works which is frequently translated.

Hatim and Munday (2004: 26) say that translation shift is the small linguistic changes that occur between ST and TT. Translation shifts cannot be avoided because there is no language which is identical. The translation shift occurred is because both grammatically obligated and stylistically considered to be taken in the process of translation. Based on Catford's theory of shift, there are five types of shifts namely: *level shift*, *structure shift*, *class shift*, *unit shift*, and *intra-system shift*.

Since translation shift has something to do with grammatical analysis, the writer assumes that it can be used as a means to teach writing. It can be considered as one of the modifications of grammar translation method. Madya (2013: 16) states that although many teachers consider that grammar translation method is old-fashioned this classic method can be used to teach in college level, of course by some modifications.

By conducting the analysis of translation shifts in the short story and by relating it to ELT the researcher is going to reach several goals. This research then aims to (1) investigate the types of shifts found in the translation, (2) describe how the translation

shift occurred in the translation, and (3) explain how translation shift can be applied in teaching writing.

2 METHODS

This is a descriptive qualitative research. In this research, the researcher gives the verbal description in order to visualize and to describe the translation shift phenomenon which is found in the translation of the short story entitled "*The Luncheon*". The object of this research is the original short story of "*The Luncheon*" and its Indonesian translation "*Makan Siang*". Meanwhile, the unit of analysis of this research is words, phrases, clauses, and sentences which experience the translation shifts. The key instrument of this research is the researcher herself. The researcher observes, identifies and classifies the shifts which are found in "*The Luncheon*" by employing Catford's theory of translation shift.

Munday (2008: 63) states that translation shift analysis seeks to describe the phenomenon of translation by analyzing and classifying the changes that can be observed by comparing ST and TT pairs. Therefore, the process of data analysis covers several steps; they are comparing both ST and TT, analyzing the changes occurred from ST into TT, classifying the data based on Catford's theory of shift, describing the variations of shifts found in the translation, counting the percentage of shifts; and last of all drawing the conclusion.

3 RESULT AND DISCUSSION

a. Result

Based on Catford's categorization of shifts, there are five categories of shift namely level shift, structure shift, class shift, unit shift, and intra-system shift. All types of shifts are found in the translation the short story entitled "*The Luncheon*". The most frequently-occurred shift in the translation is **structure shift** with total number **29 data** in the highest percentage of **56.9%**. Then it is followed by unit shift with total percentage 23.5 %. Following unit shift, there is class shift with 9.8 %. Then, intrasystem shift is 5.9%. Last of all, level shift gets the lowest one with percentage 3.9%.

b. Discussion

After showing the result of the research, the researcher explains every single datum which experiences translation shift. First, the researcher provides the datum which undergoes shift in translation. Second, the researcher signs the translation shifts in every datum by making occurred shifts in bold form. Third, he explains the changes or the shifts occurred in the translation. The following are several data analysis and the explanation:

1) Level Shift

*She **had read** a book of mine and written to me about it.*

*Dia **telah membaca** buku saya dan berkirim surat kepada saya tentang buku itu.*

In the translation above, the grammatical marker of past perfect tense “*had read*” (*had* + *past participle*) is translated into “*telah membaca*” in bahasa Indonesia. The auxiliary verb “*had*” in the English sentence above functions to indicate past perfect tense, and actually it has no meaning; however, it is switched into the word (*lexis*) “*telah*” in bahasa Indonesia. This datum shows the shift occurred from SL grammatical level to TL lexical level. By means of that reason, the translation shift occurred in that sentence is a type of *level shift*.

2) Structure Shift

Then a terrible thing happened.
Kemudian suatu hal yang menakutkan terjadi.

The SL noun phrase “*a terrible thing*” is translated into TL noun phrase “*suatu hal yang menakutkan*”. The construction of SL noun phrase differs from that of TL. The SL noun phrase consists of “*article + modifier (adjective) + headword (noun)*” while the TL noun phrase comprises “*headword (noun) + which + modifier*”. The SL headword (noun) is in the final position while the TL headword is in the initial position (preceding the modifier). Due to experiencing the structural changes in the process of translation, this type of translation shift is classified as the *structure shift*. The structural change in the phrase above is taken because it is grammatically obligated by the system of Bahasa Indonesia (TL).

3) Class Shift

Well, it's many years since we first met.
“Yaah, . . . telah bertahun – tahun sejak pertemuan pertama itu.

In the English sentence above, the word “*met*” is the English verb (V2), and in the process of translation, it is transposed into “*pertemuan*” which is involved as a noun in Bahasa Indonesia. In this case, the shift occurred in the word class or part of speech from SL verb into TL noun; therefore, the shift is categorized as *class shift*. Furthermore, the translator may actually able to maintain word class of the source language (SL) by translating the word “*met*” into “*bertemu*” becomes “*telah bertahun – tahun sejak pertama kali kita bertemu*”. The word “*met*” and “*bertemu*” is involved in the same part of speech. However, the translator chooses to do shifting from SL verb to TL noun. Consequently, it can be concluded that in this case the shift is not something obligated but it occurs due to the translator choice as the result of translator’s stylistic consideration.

4) Unit Shift

My mouth had often watered at the sight of them.
Sering mulut saya ngiler melihatnya

The SL prepositional phrase “*at the sight of them*” is translated into TL word “*melihatnya*” (verb). The shift in the sentence above occurs from *phrase* rank to the lower rank called *word*, so it is considered as *unit shift* which is exclusively called *downward*

rank shift. Considering the meaning in context, the Indonesian grammatical system obligates the English prepositional phrase above to be translated into Indonesian word – verb “*melihatnya*”. The result of translation would be unacceptable if the English phrase above is translated literally into bahasa Indonesia.

5) Intra-system Shift

*If I cut out coffee for **the next two weeks** I could manage well enough.*

*Jika saya puasa tidak minum kopi selama **dua minggu mendatang**, saya akan dapat mengatur pengeluaran saya dengan cukup baik*

The SL noun phrase above is plural which is indicated from the word *weeks*. The noun “*weeks*” actually has a corresponding plural in bahasa Indonesia becomes “*minggu – minggu*”. However, because there is already a number modifier “*two*” preceding the noun “*minggu*”, the translation requires the use of singular form of noun “*minggu*” in bahasa Indonesia. Then, the shift occurred in this translation is identified as *intra-system shift*. If the structure of SL is maintained in TL and the translation becomes “*dua minggu – minggu*”, the Indonesian translation will be redundant and unacceptable; therefore, it is a must for the translator to take the intra-system shift.

3.3 The Application of the Result in Teaching Writing

Based on the process of writing, there are four stages of writing process. They are planning, drafting, revising, and editing (Byrne). It is possible for lecturers to develop the result of translation shift analysis as the writing teaching aid since translation shift analysis deals with analyzing and comprehending both SL and TL grammatical system supporting grammatical mastery. Using translation shift in teaching writing is involved in the grammar translation method (GTM). It needs students' high level of abstract logical reasoning; therefore, the result of translation shift analysis may be suitable to be applied to college level. However, the lecturers should note several things in developing the material consisting translation shifts in their writing teaching.

For the early-year students of university level (first to second semester students) the material should be simply designed. The analysis should not be too complex. For the third-and-more-semester students, the material may be developed deeper since college students are assumed possessing the higher level of logical reasoning. In developing the material lecturers can do the following steps (1) Planning: The lecturers should provide the developed worksheet which consists of the original version and the translated one and ask the students to notice the discussed grammar point to support the students topic of writing. In this stage, the samples of translation shifts are discussed to make students interest in writing and developing ideas. They can make and develop their sentences based on their own to be more authentic; (2) Drafting: the students are focused on the fluency of writing. The lecturers asks students to make draft of the writing of simple paragraphs; (3) Revising: the lecturers can do review directly toward student's writing to check the grammatical inaccuracies and language error. Moreover, the lecturers can help students to improve global content and the organization of ideas. Students review their texts based on the basis of the feedback given in the responding time ; (4) Editing: in this stage, the students are engaged in tidying up their texts. They edit their texts based on the elements of writing.

4 CONCLUSION

Based on the findings and discussion the researcher can draw several inferences. *First*, the findings shows that based on Catford's categorization of shifts, all types of shift in the Indonesian translation of the short story entitled "The Luncheon" are found. *Second*, the most frequently-occurred shift in the translation is **structure shift** with total number **29 data** in the highest percentage of **56.9%**. *Third*, the translation shift is mostly applied in translating the noun phrase by changing the sequence of the construction of the headword and the modifier. Moreover, the structural changes from passive into active and positive sentence into interrogative are also applied by the translator. The changes of adverb positions in the sentence are also taken from the final position in SL into the initial position in TL. Besides, the changes of word class are taken by changing noun into verb, noun into adjective, and prepositional phrase into adverbial phrase. Meanwhile, unit shift is applied by changing the phrase rank into word rank as well as clause into phrase and vice versa. Intra-system shift is applied by translating singular form into plural and vice versa. Fourth, the result of translation shift analysis may be developed to be the materials for teaching writing to college students since it deals with analyzing and comprehending the grammatical systems of the languages being concerned (SL and TL) which included in the elements of writing (vocabulary, language use/grammar, mechanic, organization, and content). It is more suitable to be developed for college level because it needs high level of students' logical reasoning. The important thing is the material should be adjusted with the students' level.

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