The Translation Shifts Of Andrea Hirata's Laskar Pelangi Into The Rainbow Troops By Angie Kilbane

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Abstract

This paper investigates the translation shifts on Andrea Hirata's Laskar Pelangi Into The Rainbow Troops By Angie Kilbane as the consequence of interference of mother language in translating SL into TL. It focuses on the shifts occur in Source Text and Target Text in term of Catford's category shifts. The Descriptive Translation Studies (DTS) is used in analyzing the texts. The texts are separated in clauses and analyzed based on Catford's category shifts. It is argued that the interference of First Language affect in translating ST into TT. It was found that: a) unit shift, class shift and the very common one- the structural shift occured in translating the text, b) expanding text occurs in which the TT has explained the more detail than the ST, c) It was also found that there are two kinds of interference between ST and TT i.e. Syntactic/Grammatical interference and Lexical/Semantic interference as shifts are the reflection of the translator's first language interference).

1. Introduction

Every year many books of science, literary and technology are published. They are released as the replacement or the additional information of the old one. All of them are published in different languages, not only in English but also in other languages. We need to know this new information but no one masters all languages in the world. This is why translation is needed to ease people in getting information from texts that are not written in their mother languages.

Translation (Hatim & Munday, 2004:3) is a phenomenon that has a huge effect on everyday life. The first of these two senses relates to translation as a process, the second to the product. The first sense focuses on the role of the translator in taking the original or source text (ST) and turning it into a text in another language (the target text TT). The second sense centers on the concrete translation the product produced by the translator.

In the attempt to transfer meaning from one language (SL) to another (TL) by means of the universally known practice of translation, the translator faces problems. One of them is interference. The interference occurrence from translator's first language is a fact for all

translators since a text never stands alone but contains culture along with it. That is why they do not only need a good knowledge of SL and TL structure, but also SL and TL culture. In translating, they are not just dealing with words written in a certain time, community and sociopolitical situation, but most importantly with the "cultural" aspect of the text in which should be taken into account.

The interference can be seen on the occurrence of shift. The occurrence of shifts in any translational activity is an unavoidable phenomenon. Shifts are all the mandatory actions of the translator (those dictated by the structural discrepancies between the two language systems involved in this process) and the optional ones (those dictated by the personal and stylistic preferences) to which he resorts consciously for the purpose of natural and communicative rendition of an SL text into another language.

Since translation itself was assumed to be a cultural phenomenon, and the borderlines between translations, adaptations, revised texts, etc, the research on translation in literary texts need to be investigated in order to check if the transfer meaning from SL to TL run smoothly.

2. Review of literature
Interference

Interference in translation may occur when translating a text with its source language (henceforth SL) into the target language (henceforth TL). There are different types of interference in translation. These transfers may occur on all levels: phonology (foreign accent), syntax ("word-for-word"), lexis (such as false cognates), pragmatics (e.g. over-formality or under-formality) and morphology, which appears to be less affected than the others (Benson, 2002:69).

In other words, it can be said that interference can be occurred in the situation where a person who masters two languages and try to translate the First Language (L1) into Second Language (L2) but the first language‟s elements occur in his translation. Interference is an issue in any translation. It is when the translator is working from L1 into L2. Interference from the L1 source text becomes a key element in the production of the L2 target text. The product of L1 – L2 translation will thus usually contain examples of what is colloquially termed „Translationese‟, i.e. a non-standard version of the target language that is to a greater or lesser extent affected by the source language.

There are three kinds of interference. They are:

a) Syntactic/grammatical interference between ST and TT
 This subsection discusses syntactic/grammatical interference between the ST and the TT. In other words, the position of the clause elements of the STs and the TTs, e.g. phrases, complements and subjects are taken into account within the analysis, as well as the presence of the clause elements of the STs in the TTs.

b) Lexical/semantic interference between ST and TT
 In this subsection, lexical/semantic interference phenomena between the STs and TTs will be discussed. Here the relation between words and meanings conveyed in the STs and translated into the TTs are relevant and, therefore, will be taken into account.

c) Pragmatic interference between ST and TT
 In this subsection, pragmatic interference between the ST and the TT is discussed. In other words, changes in meaning of the ST into TT and implications of using a different modal verb in the TT is analyzed, such as the transfer of the modal meaning of possibility into ability within sentences.

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Descriptive Translation Studies (DTS)

In case of translation studies, Holmes draws attention to the limitations imposed at the time by the fact that translation research was dispersed across older disciplines. He also stresses the need of forge 'other communication channels, cutting across the traditional disciplines to reach all scholars working in the field, from whatever background' (Holmes in Munday 2001: 11). He describes what translation studies covers on a 'map' of translation studies.
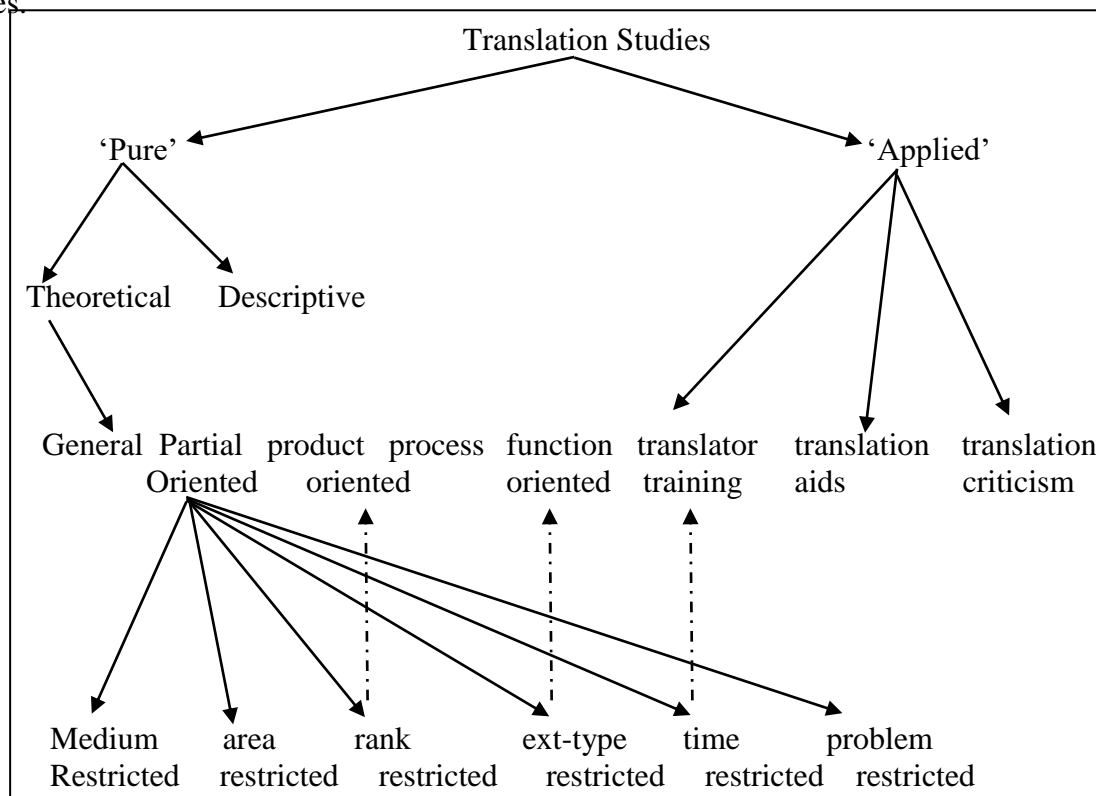

Figure 1. Holme's 'map' of Translation Studies (in Munday 2001: 10)

Translation and Translation Shifts

The Specialist Dictionary of Translation – Shuttleworth and Cowie (1999: 181) said that translation is an incredibly broad notion which can be understood in many different ways. For example, one may talk of Translation as a process or a product, and identify such sub-types as literary translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes interpreting.

A translation (Hatim and Munday, 2004: 10) can consists of changing form from Source Language (ST) to the Target Language (TT) because every language has different structure. Besides, every language also includes culture, where the language is in it. Thing that cannot be changed is the meaning of the SL, because the structure of the language can be changed but it is emphasized that the contain (meaning) of the TL should be loyal to the SL.

Translation itself was assumed to be a cultural phenomenon, and the borderlines between translations, adaptations, revised texts, etc. could fluctuate according to a more or less clear consensus among groups (systems). Translated literature itself was not considered to be – *a priori* – of a universal nature, since not all translations of literary works function within a given literary system (e.g. they may have been produced to function within didactic, moral or religious systems). Even the technical use of linguistic material in translation is

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submitted to norms, and the nature of translational equivalence is a decidedly empirical and cultural phenomenon (as had in fact already been stated by Catford in 1965).

Translation theory (*Alexandra Assis Rosa* in Benjamin Translation Library, 2006: 105), Functional approaches to culture and translation in its turn, cannot survive without a systematic investigation into the cultural complexity of translational phenomena. In keeping with the new theory, literary translation must be accepted as a special kind of literature – from the point of view of the target literature – insofar as it conforms to the literary norms and models of that literature. In many cases, translations of literary texts rather function within didactic or moral areas of a given culture, and they hardly relate to literary life. In order to define *literary* translations, the scholar should no longer invoke his own (modern and personal) standards, but rather examine whether the object of study conforms to the historical standards more or less prevailing in that culture (literature).

Moreover, since it is hardly possible to define literary translation in any other way than by referring to literary and historical norms, the very phenomenon of translated literature teaches us a great deal about (the receiving) literature. It shows how translators/writers/critics proceed when introducing less familiar (foreign) items into their own system; they are obliged to (re)construct texts and messages according to their own rules and habits, even when trying to create a new literature.

According to Munday (2008:5), the translation process between two different written languages involves "some change in the ST, in the SL, into a TT, in a different TL." This is what he calls "interlingua translation." In other words, the ST and the SL are subject to some change when translated into a TT and, consequently, a different TL. He also argues that, for this interlingua translation to reach the same or approximate meaning in the TT, there must be an "equivalence in meaning" (Munday, 2008:37). As a consequence, there may be some "difference in the structure and terminology of languages" (ibid, 38). These differences are what we always say as shifts.

By "**Shifts**" (Catford, 1965: 73) we mean departures from formal correspondence in the process of going from the SL to the TL. Two major types of 'shift' occur: *level shifts* and *category shifts*.

Level shifts (Catford, 1965: 73). By a shift of level we mean that SL item at one linguistic level has a TL translation equivalent at a different level.

Category shifts (Catford, 1965: 76) are departures from formal correspondence in translation. These shifts are divided into four types: *structure-shifts, class-shifts, unit-shifts, and intra-system- shifts.*

- *Structure-shifts* (Catford, 1965: 77) involve a grammatical change between the structure of the SL and that of TL. These are said by Catford to be the most common form of shift and to involvemostly a shift in grammatical structure.

- *Class-shifts* (Catford, 1965: 78) occur when the translation equivalent of a SL item is a member of a different class from the original item. These comprise shifts from one part of speech to another. An example given by Catford is the English *a Medical student* and the French *un etudiant en medicine*, when the English pre modifying adjective *medical* is translated by adverbial qualifying phrase *en medicine*.

- *Unit-shifts* (Catford, 1965: 79). By unit shift we mean 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. These are shifts where the translation equivalent in the TL is at a different rank to the SL.

- *Intra-system-shift* (Catford: 79) occur where SL and TL possess system which approximately corresponds formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system. These (Catford in Venuti 2000: 146) are shifts that take place when the SL and TL posses approximately corresponding systems but where 'the translation involves selection of a non-corresponding term in the TL system.

3. Research Method (Level 1)

This research uses a descriptive qualitative method. It means that all the data in this research are in the form of sentences and words, not in the form of numbers. As Wilkinson (2000, p. 7) stated that the resulting data is presented in the form of descriptions. So, the data in this research is in the form of descriptions. According to Wilkinson (2000, p.79), qualitative data is usually analyzed by subjecting it to some form of coding process.

Source of the Data

The source of the data in this research is a novel written by Andrea Hirata entitled *Laskar Pelangi*", and its English translation *"The Rainbow Troops"* that was translated By Angie Kilbane. The Source Text (ST) is Indonesian and the Target Text (TT) is English. Instrument used in collecting the data is document.

Data Analysis

The data were analysed based on Bogdan and Biklen"s stages/steps:

1st : Searching The Data

The data used in this research is the translation text i.e Laskar Pelangi by Andrea Hirata as the ST and The Rainbow Troops by Angie Kilbane as the TT.

2nd : Arranging The Data

The data is arranged based on types of interference categories i.e.: Level shifts and the Category shifts.

3rd : Interpreting

In this case, the data were interpreted based on the factual and theoretical aspects..

4. Findings and Discussion

Based on the analysis that has been carried out, there are several shifts occurred in translating the ST into TT. They are:

a. Structure Shift or Syntactic/grammatical interference

ST	Guru-guru yang sederhana ini	Structure Shift or Syntactic/grammatical interference
TT	These humble teachers	

It is the very common type of shift in translation since Bahasa Indonesia and English has very different grammatical rules/structures. In this case, Bahasa Indonesia's word order in describing someone by using adjective is totally different with English's. It can be seen by analyzing the structure of both languages.

Guru-guru   yang   sederhana   ini   = N + Adj + Demonstrative

These   humble   teachers   = Demonstrative + Adj + Noun

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If we see this case in interference point of view, this is considered as the Syntactic/grammatical interference. So, when the shift occur in the level of structure i.e., stucture shift, it means that there is syntactic/grammatical interference between ST and TT.

b. Class and Unit shift or Lexical/semantic interference

ST	Hari itu adalah hari yang agak penting: hari pertama masuk SD.	Class and Unit shift Lexical/semantic interference
TT	It was an important day: the first day of elementary school.	

Agak Penting is categorize as adverb before adjective (Adv + Adj)
Important is an adjective (Adj)

Class shift occurs in this case where the ST use adverb before the adjective *penting* into TT's adjective i.e.,*important*. Actually the word *agak penting* can be translated into *quite important*. Unit shift also occurs in this case in which two words (*agak penting*) is translated into only a word (*important*)

If we see this case in interference point of view, this is considered as the lexical/semantic interference. It is said so since the word *agak penting* in ST culture need to be translated into the word *important* while in TT culture it is enough just to said *important* without adding the word *quite* as the equivalence of the word *agak*.

c. lexical/semantic interference

ST	Di ujung bangku-bangku panjang tadi ada sebuah pintu terbuka.	lexical/semantic interference
TT	At the end of those long benches was an open door, *and inside was an empty classroom.*	

In this situation, the ST has only one clause i.e. *Di ujung bangku-bangku panjang tadi ada sebuah pintu terbuka.* But it is translated into two clauses in TT i.e. *At the end of those long benches was an open door, **and inside was an empty classroom.*** This is called expanding text. It may because the information in the ST is not enough to describe the situation in the TT.

If we see this case in interference point of view, this is considered as the lexical/semantic interference between STand TT since the words *and inside was an empty classroom* are added to give additional information of the ST words in the TT culture (which in ST culture it has given an adequate information).

d. Unit Shift

ST	Pak Harfan menatapnya kosong.	Unit Shift
TT	Pak Harfan stared at her with an empty look in his eyes.	

The word *kosong* is categorized as a word in linguistic unit. While in its translation version it is translated into **with an empty look in his eyes** which is categorized as a clause. In this case, the translation shift is occurs in the Unit layer (the Rank- layer) i.e. from a word into a clause.

If we see this case in interference point of view, this is considered as the lexical/semantic interference between ST and TT since the words *kosong* –which is assumed has clear information in the ST culture- translated into **with an empty look in his eyes** which give additional information of the ST words in the TT culture.

e. Class Shift and lexical/semantic interference

ST	Ayahnya itu tak beralas kaki	Class Shift and lexical/semantic interference
TT	His father wasn't wearing shoes	

The words **beralas kaki** in the ST is categorized as Derivative Verb (Kridalaksana, 1996: 40-61) in Indonesian Grammar especially in Indonesian linguistic unit which can be separated into: the affix **ber-** + **alas kaki** (Noun) which means using something to cover the feet. The words **beralas kaki** does not clear enough in stating which kind of things the author's mean. It can be sandal or shoes. The word **shoes** in the TT is categorized as Noun in English linguistic unit. It is a kind of things to cover one's feet. In this case, the Class shift occurs in which the ST derivational Verb (verb) is translated into Noun in TT.

If we see this case in interference point of view, this is considered as the lexical/semantic interference between STand TT since the words **beralas kaki** –which does not give clear information what kind of thing used to cover one's feet- then translated into **shoes** which is directly stated kind of thing used to cover one's feet.

Having analyzed the data, it is found that there are several shifts occur in the translation of Andrea Hirata's *Laskar Pelangi* into its translation version i.e. *The Rainbow Troops* By Angie Kilbane. They are: unit shift, class shift and the very common one- the structural shift. Those shifts are categorized as the Category Shift proposed by Catford.

Moreover, expanding text occurs in which the TT has explained the more detail than the ST. It is also found that there are two kinds of interference between ST and TT i.e. Syntactic/Grammatical interference and Lexical/Semantic interference. These interferences affect the translator in translating ST into TT and as the consequence is the occurrence of shifts. In other word, shifts are the reflection of the translator's first language interference.

5. Conclusions

The interference of the L1 cannot be avoided as well as he translation shifts in the translation. The occurrence of shift reflects the translator's first language interference of the linguistic and non-linguistic discrepancies between SL and TL.

Another very important finding was that the interference phenomena discussed seemed to be more frequent in humanities, social sciences and history since in these fields the texts cannot be separated from the cultural context of the texts. The adequate information in the ST thought by the author of the text may be not adequate for the translator to be translated in the TT. This situation makes the expanding text occur in the translation version (TT).

These findings may help translators to improve their translations within this language pair and also avoid or reflect about these translation shifts and interference phenomena in future. This research may also help programmers or the area of computational linguistics to improve future translation software related to this language pair.

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