

TRANSLATION SHIFT IN JOSTEIN GAARDER'S *SOPHIE'S WORLD*

*Paradita, Zea Zahwa

** Winda Setiasari, S.S., M.Hum., Ph.D

** Feriyanti Elina Gultom, S.S., M.Hum

ABSTRACT

Paradita, Zea Zahwa. 2151220038. Translation Shift on Jostein Gaarder's *Sophie's World*. A Thesis. Faculty of Language and Arts. State University of Medan. 2020.

The study deals with Translation Shift on Jostein Gaarder's *Sophie's World*. The objectives of the study were to find out the types of category shift that found in *Sophie's world* novel by reading the novel from English into Indonesian. It also aims to describe the translation shift that affects the reader perception in the novel of *Sophie's world*. The research method of this study used qualitative research. The data of this study were the materials on *Sophie's world* novel. The sources of the data got from read both novel of source language and target language and also interviewed five informants who known about translation shift. The data were analyzed by using Catford's theory. The findings of the study show that there were 4 types of category shift. Each types of category shift namely: (1) structure shift, (2) class shift, (3) unit shift, (4) intra system shift. Each of the category shifts that were used on *Sophie's world* novel has different meaning. Those category shifts occur because the grammatical systems of the Source Language and Target Language are different, that is why the translator is dictated by the target language. It also affects reader reception that cost of lack understanding base on expressing the real meaning.

Keywords: Translation Shift, *Category Shift*, *Reader Reception*, *Sophie's World*.

*Graduate Status

**Lecturer Status



INTRODUCTION

Translation is one of the communication tools to help people to understand others languages by translating it from the source language to target language without changing the real meaning. Translation plays an important role in bridging the gaps between the different cultures and nations. Translation involves the activity of expressing the ideas across different languages without changing the real meaning with several processes of translations, which are affected by different background, cultures, and religion. Hatim and Munday (2004) said that translation is a phenomenon that has a huge effect on everyday life. Since the development of economy, science and technology in the global era, translation has become one of developed communication tools, in translating books or other printed materials on a novel.

Hartono in Pratama (2018) emphasized that translating a novel seems difficult to do. Since it is not that easy to translate the academic texts. It means people who translate the novel might have difficulties since English and Indonesian languages have their own different words, phrases and vocabularies. In addition Baker in Pratama (2018) stated that there will be some problems that should be overcome by the translator. The problem may occur in translating the novel, the source-language concept which is not lexicalized in the target language, the source-language word which is semantically complex, the source and target languages which make different distinctions in meaning, the target language which lacks a subordinate, the target language which lacks specific term (hyponym), differences in physical or interpersonal perspective, differences in expressive meaning, differences in form, differences in frequency and purpose of using specific forms, the use of loan words in the source text. Ruth in Pratama (2018) stated that a translator who is working in transferring the meaning found that the receptor language has a way in which the desired meaning can be expressed, even though it may be very different from the source language into the target language. It means the receptor language of translation is transferring the meaning which can be expressed even though it may be very different from the source language into the target language

Budiana in Hartono (2018) stated that since translation is considered as a medium which can transfer the message from one language into another language, translation is then employed in various texts of the whole fields in people's life, including religious, literary, scientific, philosophical text and so forth in order to make them available to be read by more people in this world. However, translating is not an easy task since every language has its own rules in cultural, structure, and word so that in order to achieve equivalence, there are some techniques should be involved. Hatim and Munday (2004:6) stated that translation is the process of transferring a written text from source language (SL) to target language (TL). It means the transfer is not only attention in translation but also the meaning that need to put in case to avoid lack of message. However, Machali in Herman (2017) noted that translation as an operation performed on languages: a process of substituting a text in one language for a text in another. In addition Kammer (2018:64) stated that Translation is the process to find the equivalence meaning between SL and TL.

Bell, Munday and Hatim (2004:3) described that translation as process focus on the role of the translator in taking the source text and turning it into a text in another language. Whereas translation as product centers on the concrete translation product produced by the translator. Translation process is how the translator activity by translating the source language into the target language

Translations between English and Indonesia are different in words, phrases and vocabularies base on different background of cultures, religions, and custom. However some meanings become current issues whether these values are linguistic or cultural issues that stuck between the real meanings to deliver the message. Translating the text from English into Indonesia is perhaps one off the common task for the English teacher, instructor or student.

One of the techniques when translating text is translation shift. Translation shift can find out the mistakes that occur in the meaning of expressing how the message between English into Indonesia language. Munday (2004: 28) stated that, a shift is said occur if, in a given TL, a translation equivalent other than the formal correspondence occurs for a specific SL element.

Shift firstly introduced by Catford in Herman (2017) stated that shift is departures from formal correspondence in the process of going from the source language to the target language. It means some issues will occur in the process of translation in the target language that has different message or text in expressing will cause a shift. Catford also defined that one of the central tasks of translation theory is that of defining a theory of equivalence. He further that equivalence as the basis upon which source language textual material is replaced by a target language textual material.

Meanwhile Hatim and Munday (2004) defined shifts simply as the small linguistic changes that occur between units in a source language – target language pair. It is described that translation shift does not only occur in form of sentence but also appear in society when having conversation with different language the mistake might happen when source language have shift meaning or different in expressing the target language that can cause many understanding in conversation. It represents some changes occurring in a translation process. The element of the target language commensurate with the source language is always used by the translator in order to express the same message in the target language. Since every language has its own rules, differences in these rules will cause a shift. Catford considers structure shift the most frequent types that found in translation shift, there is a basic technique to solve the problem in shifting of the translation, that is structure shift, the replacement of one grammatical unit by another. For example in source language is Sophie let herself quickly into the **red house**, meanwhile in target language is *Sophie segera memasuki rumah merah*. It is clear that there is a shift from M-H (modifier + head) to H-M (head + modifier) it means there translation shift occurs in *Sophie's World* novel.

Munday in Puspa Dewi (2016) stated that translation shift analysis seeks to describe the phenomenon of translation by analyzing and classifying the changes that can be observed by comparing SL and TL pairs. Therefore, the process of data analysis covers several steps; they are comparing both SL and TL, analyzing the changes occurred from SL into TL, 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.

LITERATURE REVIEW

2.1.2. Translation Shift

Hatim and Munday (2004: 26) stated 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 2 major types of shifts are namely: level shift and category shift that illustrated into four sections there are structure shift, class shift, unit shift, and intra-system shift.

Translation shift is the method that helps to resolves the shifted meaning or messages that occur in the sentence in doing the activity of translation from TL into SL. Catford in Hatim (2001:15) classified the translation shift into two major types of shift are identified: Level Shift and Category shift.

2.1.4.1. Level shifts

Level shift is a shift of level that a SL item at one linguistic level has a TL translation equivalent at a different level. It includes shifts from grammar to lexis and vice-versa. Catford points out that, cases of shifts from grammar to lexis are quite frequent in translation between languages. The example of level shifts in the beginning that both Berman's and Stemmer's studies where the Hebrew learners shifted most of the grammatical ties (pronouns, demonstratives, deictic expression, etc...), are used to refer to entities and events in the source text, into lexical terms in the target language. For example: 'Source Language: She is playing Target Language: *Dia sedang main* in this translation, there is a shift from grammar to lexis in which the patterns *to be + V-ing* (grammar) in the source language text is translated into lexicon *sedang* in the target language.

2.1.4.2. Category-shifts

Category shift are departures from formal correspondence in translation. The category shift is illustrated into four sections there are structure-shifts, class-shifts, unit-shifts (rank changes), and intra-system-shifts.

a) Structure-shifts

Structure shifts is descriptive units of the grammar of any language are arranged into meaningful stretches or patterns. One single instance of these patterns is called 'structure.' This abstract category which applies to all units in the grammar of a language (except the one lowest in rank), accounts for the various ways in which one unit may be realized by the unit next below it. Sometimes, however, a unit may be realized by a unit above it. This phenomenon is known as rank shifting.

Structure shift involves a change in grammatical structure between SL and target text TL. Catford considers structure shifts the most frequent type of shifts that may occur at all ranks. For example:

SL Text : Mailbox. (English)

TL Text : *Kotak surat*. (Indonesia) It is clear here that there is a shift from M-H (modifier head) to H-M (head+ modifier) between the two above.

b) Class-shift

Class shifts occurs when the translation equivalent of a SL item is a member of a different class from the original item. For Example:

SL: Top hat.

TL: *Topi pesulap*.

From this example of translation above, it can be seen at Source language (SL), there is **Top (Adjective)**, that is translated into Target Text (TL) ***Pesulap (Noun)***. It means that there is class shifts from the sentences above and it is proved that structure shifts entail class shifts.

c) Unit-shifts

Unit shifts 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. Unit shifts occur when translation equivalent of a source text unit at one rank in is at different rank in the target language. It includes shift from morpheme to a word, word to phrase, clause to sentence, and vice versa. For example:

SL: impossible

TL: *tidak mungkin*

From this example of translation above, unit shift can be found at source language is **impossible** (word), that is translated into target language ***tidak mungkin*** (phrase). It means shift from word to phrase.

d) Intra-system shifts

Intra system shift is meant the closed number of elements among which a choice must be made. In fact, the terms available in each system in one language can show fundamental

differences from the terms of the same system in another language. This can be considered as a major source of shifts at this level of language description. In other words, intra-system shifts refer to those changes that occur internally within a system. They are regarded only on the assumption that is formal correspondence between the two languages, i.e. SL-TL should possess approximate systems. The equivalence is said to occur at a non-corresponding term in the TL system. All languages have their systems of number, deixis, articles, etc. Intra-system shifts happen when a term is singular in the source text and its textual equivalent is plural, or vice versa (a change in number even though the languages have the same number system). For example:

SL: Victories (English)

TL: *Kemenangan* (Indonesia)

From this example of translation above, it can be seen at Source language (SL), there is **Victories (Plural)**, is translated into Target language (TL) ***Kemenangan* (Singular)**. The product (TL) should be in plural too but if it is transferred into *kemenangan-kemenangan*, the meaning will sound weird. But it should be in singular (vice versa). The changes from plural to singular is called intra-system shift.

2.1.5. Reception Theory

Although the communicative of translation clammings that if a source novel has been written without any particular purpose or intention, the translation is always addressed to some readers and it has intended to have some function for the readers. In other words, the simple fact that a work is chosen to be translated into target language that initiate to a readers reception.

After the functionalist translation theorist started arguing against the authority of the source text and target text, reception theorist of Jauss and their followers advocated a shift from substantial to text material and a concern with the effects of authorial intended meanings to a concern with meaning as created by the readers. Jauss (1982) stated that reception theory from a historical point of view, suggesting that the aesthetic value of a text is passed on through time, and the aesthetic dimension comes from the first reading of the text that involves a comparison of text to others. It means that the point of aesthetic value and aesthetic dimension involve a comparison of source text to a target text through time. Fluck in Iser (1981) stated that when reception aesthetic emerged in the early 1970s, it was really seen as a paradigm shift in the study of literature, because no one had developed a systematic theory of the role of the reader in the creation of meaning.

Sonia (2013) stated that reception studies share with other hermeneutic approaches to research the fundamental assumption that the meaning of a message including all forms of media message that is not fixed or pre-given but must be interpreted by its recipient. It is an important reference point for reception studies, for it outlines one of the field's central arguments that meaning of crucially is considered to emerge from the context-dependent interaction between an interpretative readers.

2.1.6. Synopsis of *Sophie's world* story

The story is written by Jostein Gaarder in 1991 about the philosophy since Gaarder one of the teacher that teach philosophy in Bergen high school. The story begin when 14 years old girl named Sophie Amundsen who lives in Norway in the year 1990 come home from school and receiving a messages in her mailbox with the question "who are you?" and Sophie curious with the question in that letter and still think about it. Not long after that she also receives a letter in her mailbox with the question "where does the world come from?" and make Sophie head spinning to think where the world came from that high her curiosity about it.

The next day she receives a packet of papers, part of a course in philosophy. Sophie receives the letter without knowing of her mother and she becomes the student of an old philosopher, Alberto Knox. Alberto teaches her about the history of philosophy. She gets a new knowledge from the Pre-Socratics to Jean-Paul Sartre. Not long since that happen Sophie and Alberto receive postcards addressed to a girl named Hilde from a man named Albert Knag. In that postcards contain the word of happy birthday to her daughter Hilde.

Actually from all the letters Sophie receive is control by Albert to make a book that fill with Sophie daily routine life with her curiosity about the world that she can't understand at her age to give as a present to his daughter Hilde on her birthday. Because of that Alberto helps Sophie fight back against Knags control by teaching her everything he knows about philosophy, through the Renaissance, Romanticism, and Existentialism, as well as Darwinism and the ideas of Karl Marx.

RESEARCH METHOD

This study given an illustration about the translation shift from English into Indonesian language by using qualitative research. Cresswel (2013: 43) stated that qualitative research were a situated activity that locates the observer in the world that consists of a set of interpretive, material practices that make the world visible. The data were taken from the novel of *Sophie's world*. The writer described the different meaning or message that caused by the occurrence of category shifts in transferring the messages between English and Indonesian of the story itself. The methods of qualitative study using theory by Catford in Hatim about translation shift by identify the shift meaning that occur in the story.

The data of this study were taken from novel of *Sophie's world* in English that translated into Indonesian by identifying the novel of source language and the novel of target language of sentence, phrase, clause and word that contain category shift and also the reader as the informant of reception. The source language novel was in English, while the target language novel in Indonesian. The novel was written by Norwegian writer Jostein Gaarder in 1991.

RESEARCH FINDINGS AND DISCUSSION

Findings

1. The researcher found many category shifts done by the translator to get a natural translation. There are 4 kinds of category shift, they are: structure shift, class shift, unit shift, and intra system shift.
2. The meaning each of category shifts that were found on *Sophie's world* novel referred to help the readers of understand it more by gained knowledge.
3. The use of category shift on *Sophie's world* novel have different shift. The differences come from the category shift itself.
4. The reader perceptions about the *Sophie's world* novel that found translation shift in the novel of original that translated into Indonesia language.

Discussion

There were four types of category shifts in this research. The first type of category shift analysis found in this research was structure shift. Structure shift has the highest frequency of occurrence of category shifts in English language and Indonesia language novel of *Sophie's world*. Structure shift occurs when the structure of the target language is different from the structure of the source language.

Therefore, the structure shifts analysis occurred in the data that reveals the differences expressions in grammatical rule between the source language and the target language. The

differences pushed the translator to do structure shift in order to make the result of translation was acceptable and natural in target language.

The second type of category was class shift. Class shift occurred when the translation of a source language word is a member of a different class from the original word. Class shift has the lower frequency in English language and Indonesia language of *Sophie's world novel*. Because the class shift shows that there only limited cases for this category shift in *Sophie's world novel* where the certain class expression in English has to be changed into different class in Indonesia language, because both languages have similar parts of speech in the language rule or system. Moreover, the translator tries his/her best to maintain the class of expression in the source language.

The third type of category shift that found in this research was unit shift. Unit shift appeared when the translation equivalent of a unit at one rank in the source language that was a member of different rank in the target language. For examples, words become phrases, words become clauses, phrases become clauses (upward shift) or clauses become phrases, clauses become words, and phrases become words (downward shift). The frequency of this shift was the lowest of these occurrences of category shifts.

The fourth type of category shift that found in this research was intra-system shift. Intra-system shift was appeared within the system of a language. It can illustrate when the source language become a plural meanwhile, in target language become into singular, because of the use of that indicating the determiners of plural in the noun-phrase patterns. The frequency of this shift was the higher of this occurrence of category shifts.

Those category shifts showed that there were few differences of grammatical system between English language and Indonesia language from this research on *Sophie's world novel* that is why the translator is dictated by the target language.

For the second problem the researcher found that the informant answers by interviewing the informant base on the question of how the translation shift affects the reader by reading *Sophie's world novel*. There were reader answer of informant reception toward the novel, it were lack of understanding, made the reader confused on understanding the story, translation shift affect the reader of understanding the story because there's different on expressing real meaning that translated into target language, and the informant opinion also tricky and hard to understand the story because the different meaning from original novel itself

. Base on the answer of five informants showed that there were lack of understanding the meaning that translator trying to express the message because grammatical system between English language and Indonesia language is difference on this research of *Sophie's world novel* that is why the translator is to clarify the meaning in order that the message is easy to understand by the readers.

CONCLUSION AND SUGGESTION

Conclusion

1. There are 4 kinds of category shift in *Sophie's world novel*, they are: (1) structure shift, (2) class shift, (3) unit shift, and (4) intra system shift.
2. Each of the category shifts that were found on *Sophie's world novel* has different expression. The differences have given different interpretation.
3. Each of the category shifts that were used on *Sophie's world novel* has different reason for the expression.
4. Each of the reader affects that were found in *Sophie's world novel* has different expression. The differences have given different perception.

Suggestion

1. For translators, it is very important to comprehend more about translation shifts, especially category shifts, as one of the kinds of translation techniques.
2. For language learners, translation shift as one of the translation techniques should be one of the main concerns to improve their translation knowledge.
3. For other researchers, there are a lot of aspects of translation, especially in translation shift, which are interesting to be analysed, such as deletion in meaning shifts.

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