CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Translation involves the rephrasing of a communication expressed (message) in one language, the source language (SL), into another language, the target language (TL). Three notions are involved: SL – message – TL. The translator, therefore, should master the linguistic and non-linguistic knowledge of both SL and TL. Linguistically, he/she should master the word, phrasal expression, structure of the sentence, syntactic relation between the various elements of the sentence, and semantic relation of SL and TL. Non-linguistic knowledge refers to the previous knowledge of the translator possesses towards the text, whether he/she has known and read it before.

Translation is a phenomenon that has a huge effect on everyday life. Every year, many books have been translated into several languages in the world. One of them is from English into Bahasa Indonesia. It is not surprising that the needs of translation product increases nowadays. Translation itself is not only a linguistic act, it is also a cultural one. It is said to be so because translation always involves both language and culture as it cannot be separated. Translators should pay great attention to the differences in kind and degree of conventionalization in the source and target cultures when transferring a text from one culture to another.

In reality, Damanik (2005:78) finds out that there is always the danger of interference from the form of the source language. The study of many translations shows that in order to translate idiomatically a translator will need to make many adjustments in form. It will not always be possible to translate a source language noun with a noun in the receptor language.

The same form may also be used as two different word classes. Once the meaning is clear, they can think about how to reconstruct the meaning in the receptor language. If the translator translates every word from the source language to the receptor language, this can be lead to unidiomatic text.

One of the reasons why the researcher chooses this study as the topic is that this topic is interesting to be researched since many people especially students often translate written texts incorrectly. It means that the researcher found that many students translated written texts without knowing the meaning correctly so that the translation has shifts which give negative effect in the meaning of the translation. For example, the shift in Target Language (TL) can effect the changing of the point of view of the Source Language (SL) so that the meaning of the SL cannot not be delivered in meaningfully.

Shifts are all the mandatory actions of the translators (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 a source text into another language (another text). Shift should be redefined positively as the consequence of the translator's effort to establish translation equivalence (TE) between two different language systems. It is equivalence to the definition given by Catford (1965:141) that "shifts" means departures from formal correspondence in the process of going from the source language to the receptor language.

Approached from reader's point of view, Blum-Kulka (2000:304) equates coherence with the text's interpretability. In considering shift in coherence through translation she points out the possibility that the text may change their potential meaning through translation. The above quotation answers the question 'what' is coherence and what is shift of coherence. Bell (1991:165) identifies that coherence consists of the configuration and sequencing of concepts

and relations of the textual world which underlie and are realized by the surface text. Hu (1991:42) states that coherence covers cohesion and they are intertwined. Further she describes that coherence in the source language text is closely tied to cohesion, and translation equivalence can sometimes be attained by manipulating those markers that are overt. As search for coherence is a general principle in discourse interpretation, Blum-Kulka (2000:298) states that coherence can be viewed as a covert potential meaning relationship among parts of a text, made overt by the reader through process of interpretation. For this process to be realized, the reader or listener must be able to relate the text to relevant or familiar words, either real or fictional. From the above description, in relation to this study it can be said that coherence shift is an adjustment of source language unknown concept into known receptor language concept by making overt the covert discoursal potential meaning relationship among parts of the text through process of interpretation.

In considering shifts in coherence through translation, on the most general level, with examining the possibility that texts may change or lose their meaning potential through translation, Blum-Kulka (2000:304) argues three points that (1) there is a need to distinguish between *reader-focused* and *text-focused* shifts of coherence, and that probably, the former are less avoidable than the latter; (2) text-focused shifts of coherence are linked to the process of translation per se, while reader-focused shifts are linked to a change in reader audiences through translation; and (3) both types of shifts can be studied to a certain extent by psycholinguistic methods of text processing.

On the other hand, as semantic translation, it can be stated that cohesion shift is meaning adjustments of meaning components in textual relationships of a known concept in a different linguistic system of two languages. Cohesion will be considered as an overt relationship holding between parts of the text, expressed by language specific markers. On the level of cohesion, shifts in types of cohesive markers used in translation seem to affect translation in

one or both of level of explicitness and/or text meaning(s). Shifts in levels of explicitness means that the general level of the target texts' textual explicitness is higher or lower than that of the source text. Shifts in text meaning means that the explicit and implicit meaning potential of the source text changes through translation. The overt cohesive relationships between parts of the texts are necessarily linked to a language's grammatical system (Halliday and Hasan, 1976:78). Thus, grammatical differences between languages will be expressed by changes in the types of ties used to mark cohesion in source and target texts. Such transformations might carry with them a shift in the text's overall level of explicitness.

In the fact, the process of translating text faced some challenges because the translator should consider the culture between source language (SL) and target language (TL). That we know today, global trends i.e. from western countries are absorbed in Indonesia. People are interested in the western products , such as magazine, movies, novel, handbooks and the news about : fashion, lifestyle and celebrity life. Moreover Indonesia nowadays has begun to catch the world attention so. If Indonesia wants to introduce and promote the whole aspects of life, like : culture, education, tourism, life philosophy. There is needs to serve the information in English for example like : translating Indonesian book and literature into good English. To cover all of them there should be needs professional touch of translation skill to serve both Indonesian and global readers the good translation and adaptation of the news both from English into Indonesian and Indonesian into English.

To achieve the goal, Therefore the professional and skillful translators are required. One of the best ways is preparation from the beginning stage of the schools. So the students are introduce and trained to translate well in the good quality by considering coherence and cohesion. So the messages that source language (SL) want to serve will be there in the target language (TL). But after some preliminary observation some problems arise even in the high level like university students. They still do many deviants of shifts in translating and

considering the coheren and cohesion from the source language (SL) to the target language (TL). The facts in University especially in English Departement the approaches of translation still have been introduced. That's why the researcher is interested to conduct the research about coheren and cohesion shifts in the students' translated text.

Based on the preliminary observation the researcher took an example as following :

Source Language (SL) :   He was born in the isolated village of Pandan Gadang, Suliki, a remote coastal area in West Sumatera. His first name was Engku Datuk Ibrahim with title Tan Malaka. He was growing like the other Minangkabau boys, except his extraordinary naughtiness. Born as a son of high class society (engku). Tan Malaka was educated in teacher's school for the basic level. Kweekschool in Bukittinggi which was the only school of such kind in Sumatera at that time.

Target Language (TL)

AN :   Dia Lahir di desa yang terisolasi, Pandan Gadang, Suliki, daerah pingiran pantai terpencil di Sumatera Barat. Nama pertamanya adalah Engku Datuk Ibrahim dan bergelar Tan Malaka. Beliau tumbuh seperti anak – anak laki – laki Minangkabau lainnya kecuali kenakalannya yang sangat luar biasa. Terlahir sebagai anak laki – laki dengan kelas sosial yang tinggi (engku), Tan Malaka bersekolah disekolah Guru untuk tingkat dasar, Kweekschool di Bukit tinggi yang merupakan satu – satunya sekolah untuk tingkat tersebut di Sumatera pada saat itu.

HK : Dia dilahirkan Pandan Gadang sebuah kampung terpencil di Suliki, sebuah kawasan pantai yang jauh di sumatera Barat. Nama pertamanya adalah Engku Datuk Ibrahim dengan gelar Tan Malaka. Dia tumbuh sama seperti anak Minangkabau yang lain, kecuali kenakalannya yang benar – benar luar biasa. Dilahirkan sebagai seorang anak dari kelas sosial tinggi (Engku), Tan Malaka dididik di sekolah guru untuk tingkat dasar, Kweekschool di Bukittinggi yang merupakan sekolah satu – satunya dengan jenis tersebut pada saat itu.

SM :   Dia Dilahirkan Pandan Gadang sebuah desa primitif di Suliki, Sebuah kawasan pantai yang jauh dari Sumatera sumatera Barat. Nama pertamanya adalah Engku Datuk Ibrahim dengan gelar Tan Malaka. Dia tumbuh sama seperti anak Minangkabau yang lain, kecuali kenakalannya yang benar – benar luar biasa. Dilahirkan sebagai seorang anak dari kelas sosial tinggi (Engku), Tan Malaka dididik di sekolah guru untuk tingkat dasar, Kweekschool di Bukittinggi yang merupakan sekolah satu – satunya dengan jenis tersebut pada saat itu.

From those above texts, they used some translation procedures, for the fist translator **AN(Anisa)** used modulation as the translation procedure, it is to be said so because the translator Syntactically, the sentence "He was born..." is active sentence. It should be translated into "...ia lahir". On the other hand, in the TL, it is translated into passive sentence "Dia dilahirkan..." it is done by **HK(Hiskia)** In this case, the translator used modulation as the translation procedure since there is changing in the point of view in the TL.

In coherence shift, the translator **AN(Anisa)** and **HK(Hiskia)** translating the word "isolated" based on their understanding, because the word "isolated" is refers to the target meaning "terpencil" and "terisolasi" it is belong to the isolated meanwhile **SM(Samrizal)** translated that with "primitif", the "primitive" is not belong to the meaning of isolated. So we can concluded both **AN(Anisa)** and **HK(Hiskia)** have coherence in translating the single text but **SM(Samrizal)** has coherence shift in translating the text namely reader-focused shift.

About the cohesion shift, from those above texts, the students have cohesion shifts in translating the text because they change the view point of the Target Language (TL) namely meaning explicitness.

The coherence and cohesion shifts in the students' translated text becomes the starting point as the primer data of this research.it said to be so, because many of the students have no coherence and cohesion in the translated text. Relating to this phenomenon the researcher interested to conduct the research.

The theories proposed by Blum Kulka (2000), Popovič's (2000), and Damanik (2005) which involve translation shifts both in textual and discoursal relationship developed by adopting a discoursal and communicative approach to the study of translation, leads the writer's interest conduct this research. Thus, this study is going to analyse what cohesion and coherence shifts occur in the translated done among the university students.

1.2 Research Problems

The problems of this study are presented in the following questions:

(1) What types of Translation Procedures are used in the translated text done by the students?

(2) What types of cohesion shifts are used in the translated texts done by the students?

(3) What types of coherence shifts are used in the translated texts done by the students?

1.3 The Objectives of the Study

Related with the research problem above, here are the objectives of the study:

(1) to describe the types of Translation Procedures used in the translated text done by the students,

(2) to describe the types of cohesion shifts used in the translated texts done by the students,

(3) to describe the types of coherence shifts used in the translated texts done by the students.

1.4 The Scope of the Study

The scope of this study is the theories of translation, translation shifts' theory, translation procedures, cohesion, coherence, shifts of cohesion, and shifts of coherence. On the level of translation procedure the types which are used in translation are categorize into : Modulation, reduction, deletion and naturalization. On the level of cohesion, shifts in types of cohesive markers used in translation are categorized into (1) shifts in level of explicitness; i.e. the general level of the receptor texts' textual explicitness is higher or lower than that of the source text; (2) shifts in text meaning; i.e. the explicit and implicit meaning potential of the source text changes through translation. Shifts in coherence through translation are related to three points (1) reader-focused shifts of coherence; and (2) text-focused shifts of coherence. and (3) both types of shifts can be studied to a certain extent by psycholinguistic methods of text processing. Shifts of cohesion and coherence translation are based on the theory proposed by Blum-Kulka. The theory of translation shifts will be elaborated with the theory of cohesion

and coherence to describe the cohesion and coherence shifts in translation done among the students to produce a natural text.

1.5 The Significance of the Study

Findings of this study are strongly expected to have the theoretically and practically indispensable significances. Theoretically, the research findings will be valuable contributions for other researchers who will conduct a research in the field of translation studies, particularly about the coherence and cohesion shifts in the translation text. Practically, on the other hand, the research findings will be beneficial for the translators in general and the Indonesian translators in particular as a consideration for doing translation.