

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Humans are social being by nature. We are hardwired to be social beings. We naturally cooperate, care, and compete. This desire to interact and communicate with each other is written in our DNA since ancient times. We are most comfortable when we are connected, sharing strong emotions and stories.

To share emotions and stories, we need to communicate. Communication, however, often becomes a problem whenever there is a difference in language. The difficulties in communication experienced by people or groups speaking different languages, or even dialects in some cases is more commonly known as language barrier.

There are many ways to overcome language barrier, one of them is through the act of translation.

“Translation is a process of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. In other words, translation is a transfer of meaning, message, and style from one SLT (Source Language Text) to the TLT (Target Language Text). In the order of priority, style is put the last. Here the things to reproduce (transfer) is stated, message.” (Nida and Taber, 1982:12)

This is why when translators are doing a translation, they often change most of the grammatical structure of the source text, so that they can convey the meaning intended in its closest natural equivalent.

For Edith Grossman, an acclaimed literature translator, translation has a transcendent importance:

“Translation not only plays its important traditional role as the means that allows us access to literature originally written in one of the countless languages we cannot read, but it also represents a concrete literary presence with the crucial capacity to ease and make more meaningful our relationships to those with whom we may not have had a connection before. Translation always helps us to know, to see from a different angle, to attribute new value to what once may have been unfamiliar. As nations and as individuals, we have a critical need for that kind of understanding and insight. The alternative is unthinkable.” (Edith Grossman, 2010)

In the process of translating, a translator may stumble upon many difficulties. One of them is a situation where a term or a concept exists in the source language (SL) but does not exist in the target language (TL) because of the linguistic and cultural difference between SL and TL.

For example, in Indonesian language, there is a word *ngetem*. This word is used in a situation when a public transport bus waits to fill up with passengers before it takes off. Unfortunately, this is a widespread phenomenon in Indonesia. There is no word for this with equal meaning in English language, simply because this concept does not exist in their culture. Thus, the word *ngetem* will be seemingly untranslatable.

According to Catford (1965), the above phenomenon of a seemingly untranslatable concept can be solved using **translation shift**. This translation

technique involves changing the formal structure of the SL into the TL, replacing one grammatical unit by another without changing the meaning.

Translation shift itself, however, can be further divided into many types, one of which is **unit shift**. Unit shift mainly deals with shifting that involves changes in rank, when the translation equivalent of a unit at one rank in SL is a unit at different rank in the TL. It includes shift from morpheme to word, word to phrase, clause to sentence, and vice versa.

For example, the word *ngetem* can be changed and translated into a sentence *when a public transport bus waits to fill up passengers before it takes off*. Another example is the word *gemes*. This word can be shifted into a phrase *I could just eat you up*. In both examples, an equivalent meaning has been transferred and sounds natural. Thus the translation process can be considered a success.

In this *skripsi*, the writer is going to analyze the translation shift, unit shift in particular, in English Indonesian translation, while change of meaning is only going to be discussed in its relation to the translation shift.

The writer is interested in analyzing translation shifts, especially unit shift, because it almost always occurs in translation, whether because there is no exact form with same meaning, or because of aesthetic value. In addition, it is more interesting to do research on the translation of literary works than to do research on the translation of formal legal or medical works, because in translating literary text, subjectivity becomes more dominant than translating other text. A translator does not simply transfer the meaning of the text, but also does “contextual re-creation”, considering the esthetic value in it.

1.2 Scope and Limitation of the Study

The analysis in this *skripsi* will be focused on translation shift in English to Indonesian translation, especially unit shift. Unit shift is the shift from one unit on the rank scale in grammatical hierarchy of source language (SL) to a different unit on the rank of target language (TL)

The analysis in this *skripsi* will be focused on a short story *Just the Way I Am*, one of seven kids' collection stories *The 7 Habits of Happy Kids* by Sean Covey.

1.3 The Status of the Study

There is no student at Faculty of Letter (FS UKI) who has finished their research about an analysis of unit shift in the translation of "*Just the Way I Am*" by Sean Covey.

1.4 Statement of the Problem

This *skripsi* attempts to answer the following questions:

1. How are the unit-shifts in Sean Covey's short story *Just the Way I Am* translated into Indonesian?
2. Is the translator's decision to shift a particular unit acceptable, less acceptable, or unacceptable?
3. What are the factors that cause the existence of each unit shift in Sean Covey's short story *Just the Way I Am*?

1.5 Purpose of the Study

The purposes on the research of unit-shift analysis of Sean Covey's "*Just the Way I Am*" are:

1. To find out how the unit shifts in Sean Covey's short story *Just the Way I Am* are translated into Indonesian.
2. To find out whether the translator's decision to shift a particular unit is acceptable, less acceptable, or unacceptable.
3. To discover what factors that cause the existence of each unit-shift in Sean Covey's short story *Just the Way I Am*.

1.6 Significance of the Study

The writer hopes that this research would help readers who are interested in unit-shift translation, especially those who intend to learn further about how unit shift is translated, whether because no equivalent form with same meaning, or because it is chosen by the translator considering the aesthetic value of the text. This research also provides further explanation of factors that affect translation and classification of the factor that cause each unit shift to exist.

1.7 Research Methodology

The subject of this research is a short story written by Sean Covey "*Just the Way I Am*" and its Indonesian translation, "*Diriku Seperti Apa Adanya*" which was translated by Lanny Murthardjana.

The present writer chose this subject because of its small size. The short story only contains 23 pages with minimal text and is loaded with lots of picture. Due to its small size, the writer chose to use *total population sampling* method to select all of unit-shifts (14 unit-shifts) that appear in the short story to be analyzed further. “*Total population sampling* is a type of purposive sampling technique that involves examining the entire population that have a particular set of characteristics” (<http://dissertation.laerd.com/total-population-sampling.php>). This method would only be appropriate to use when the population size is relatively small and shares an uncommon characteristic.

First, the writer read the original short story and compared it to its translation to grasp the meaning that the author wishes to convey. Second, the writer re-read the short story with the intent to find out all of the unit-shifts in the short story, then the writer marked the data where a unit in SL (Source Language) text is different from a unit in TL (Target Language) text. Third, the writer chose and selected all of unit-shifts that exist in the corpus. Fourth, the selected unit-shifts were re-analyzed; non unit-shifts mistakenly chosen at the third steps were then omitted from the list. Fifth, the writer re-read the whole corpus to make sure no unit-shifts were missing and not included in the list. Sixth, the writer collected and classified the data, and found the patterns of the unit-shifts. Lastly, the writer analyzed the unit-shift, how it is translated, and find the cause of each unit-shift.

1.8 Organizations of the Study

This research consists of four sections. The first chapter is the introduction, consisting of background of the study, the scope and limitation of the study, the

status of the study, statement of the problem, purpose of the study, the significance of the study, research methodology, and organization of the study. The second chapter is theoretical framework that will be used to make an analysis of the data. The third chapter is an analysis of unit shift in the translation of “*Just the Way I Am*” by Sean Covey. The last chapter of this *skripsi* is the conclusion and suggestion.