

**The 1<sup>st</sup> Nommensen International Seminar on Language Teaching**

**NISOLT**

*"The Nuances of Linguistics and Literature in Language Teaching"*

# **PROCEEDINGS**

**Issue 1: Linguistic Issues in Language Teaching**

Conducted by English Study Program of Teacher Training and Education Faculty  
of Nommensen HKBP University, Pematangsiantar  
October 5<sup>th</sup>, 2017

**Editors:**

Paitoon M. Chaiyanara  
David Berthony Manalu

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## PREFACE

This book reports the proceedings of the first Nommensen International Seminar on Language Teaching (1<sup>st</sup> NISOLT) themed with “**The Nuances of Linguistics and Literature in Language Teaching**” held by English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University (NHU) on October 5<sup>th</sup>, 2017. There are 2 issues resulted from the seminar. The first issue is about “Linguistic Issues in Language Teaching” and the second issue is about “Genre and Language Teaching”.

The seminar purpose is to enlighten scholars on a new outlook and issues about linguistics, literature, and language teaching in the ASEAN Economic Community (AEC) platform. The establishment of AEC has been seen as a way to promote economic, political, social and cultural cooperation across the region. The idea is to move South-East Asia towards a globally competitive single market and production base, with a free flow of goods, services, labor, investments and capital across the member of ASEAN states.

The challenge is that language, as the means of communication, plays the most important role in this AEC era. Being able to communicate with all South-East Asia people will realize the aim of AEC. This means that language studies have become more important from now on.

This event is the first, and that means there will be the second, the third, and so on. The commitment of the English Study Program of FKIP Nommensen HKBP University is to keep this International Seminar going annually. And we hope the next events will be attended by International scholars from various countries.

We would like to thank all authors for their contributions to this proceeding. Special gratitude to the keynote speakers: Associate Prof. Dr. Paitoon M. Chaiyanara (Singapore), Associate Prof. Dr. Indirawati Zahid (Malaysia), Prof. Dr. Selviana Napitupulu, M.Hum (Indonesia), and Prof. Dr. Sanggam Siahaan, M.Hum (Indonesia). Many thanks go as well to the Rector of Universitas HKBP Nommensen, Dr. Ir. Sabam Malau for promoting and providing the facilities of the seminar. Special thanks go to the head and secretary of English Study Program for initiating this scientific program.

Pematangsiantar, October 2017

**The Steering Committee of 1<sup>st</sup> NISOLT**

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## THE IMPACT OF TRANSLATION SHIFT AND METHOD ON TRANSLATION QUALITY AT PHYSICS BILINGUAL TEXTBOOK

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### Abstract

*The aims of this study are 1) to figure out which translation shift and method are dominant at physics bilingual textbook which is published by Yrama widia and 2) to find the impact the dominant shift and method on translation quality (accuracy, acceptability and readability). There are two types of data in this study, namely objective and affective data. The data of this research were collected by using content analysis for objective data and questionnaire then interview for affective. The finding of this research shows that (1). The dominant shift is unit shift 78 or 67%, structure shift 17 or 14%, Intrasystem shift 13 or 11% and class shift 9 or 8%. (2) The dominant translation method is communicative translation 28 or 48,27%, free translation is 15 or 25,86%, faithful translation is 11 or 18,96% and adaptation is 4 or 6,89%. (3) Moreover, the impact of dominant translation shift and method on translation quality is categorized good: 2,63 in the range of 1-3.*

**Keywords:** Bilingual, Impact, Method, Shift

### I. Introduction

In Indonesia, Bilingual text books are international school standard to use. International school which is existed in the big cities in Indonesia Include Medan is exploited bilingual text books as a compulsory textbook to the students. Several years ago, such programs have been stopped by Indonesian Constitution Assambly but school management is considered the usage of bilingual text book because by reading a bilingual texts book can affect to increase a readers vocabulary as a subskill of language which is support to improve language skill. Medikawati (2012: 38) states that books-foreign language books equipped with translation that older children can draw their interest in a wider reading community, including the future, virtual worlds, humor and fantasy, and able to build more positive character. This consideration is realized in parts of Indonesian curriculum. Teaching source and process are allowed to use bilingual books.

Problems related on bilingual book which is used by grade VII is about the translation quality particularly for the English version. Qualified translation can help the students to improve his/her ability on language skill and knowledge on a certain subject. Students can improve their ability on language through reading. Nurhayuna (2013: 153) states that, effective English language learning in a foreign language learning can be improve by reading. Through reading, the students will record vocabularies on their memories. In addition to that, Hanaco (2012: 16) describes that, by reading can affect the increasing of vocabulary, the intellect, creativity and mental character of the children so they can build a positive character. On the other hand, bad translation will make the students confuse on certain subject and difficult to aquire language skill. Baker (2000: 12) describes that, errors in translation textbook especially on bilingual book which have benefit not only two languages but also have consequences in education, social, economic and culture. Translator will mislead foreign language learners through errors in translating.

Translator plays a crucial role to produce a target language in bilingual book. Physics book is one of the bilingual textbook. This book is published by Yrama widia and used by several grade VII at Medan. Physics is a compulsory subject in the level of elementary up to

senior highschool and involve in the national examination. In order to translate the physics terms, a translator need to have a linguistics competence, textual competence, physics competence, research competence and meaning transfer competence in the field of physics. Helen (2012: 17) argues that translators have sufficient knowledge in order to do the translation. Such competences above are the realization of sufficient knowledge. The quality of translation depends on translator's competence.

The concept of shifting can not be avoided in translation activities. The concept of shift is when the form in source language has a new form or different form from the target language. This concept is applied as a translator strategy to keep the meaning constant. Translator used this strategy in order to produce a well-translated target text or high translation quality. There are two major types of shift: level shift and category shift, category itself consist of structure shift, class shift, unit shift and intra-system shift, according to Catford (1965: 73). This study is focused on category shift which is found on physics bilingual textbook. The dominant shift will affect on translation quality. Translation shift is occurred because of the non-equivalence between source language and target language. Catford (1965) states that, shift is a departure from formal correspondence in the process of going from the SL to the TL. It means that, when the textual equivalence cannot be achieved by linguistic form, translation shift can be applied as a strategy to achive the concept of equivalence.

The theory of translation method in this study is related to Newmark. This theory is familiar with *V diagram*. Newmark (1988) mentions the difference between translation methods and translation procedures. He states that, translation methods are related to whole texts, translation procedures are used for sentences and the smaller units of language. The reseacher choose translation method as the next variable in this study since it is related to the whole texts as a product. Well-translated will be produced by translator who have better sufficient knowledge.

Based on the issue which is describes on background above, the reseachers have a big desire to conduct a research about translation. Translation shift and methods can not be avoided in translation activities. Both of them are strategies to achieve the sameness of meaning and purpose of translation. These strategies are used by the translator depends on translators' competence. Their competences are measured by translation quality aspects. These aspects is related to Nababan's propose. According to Nababan (2012) states that, There are three parts of translation quality, namely accuracy aspect, acceptability aspect and readability aspect. the reseachers' focus on 1) the dominant translation shift and method, and 2) the impact of dominant translation shift and method on translation quality.

## **II. Literature Review**

### **Translation**

According Moentaha (2006: 9) there are two meanings of "translation "that is, the process and the results/analysis synthesis. First, translation as a process of human activities in the field of language (analysis) that the outcome is a text translation (synthesis). Second, the translation simply as a result only of the process of human activity. Ninda in Nurhayuna (2013) figured the translation process as follows:



Translation Process Based to Ninda

Translation is a re-expression of message from source to the target language with a close and normal equivalence. The most important thing in translation is to transfer the meaning or restatement of meaning. To translate a text, a translator have to choose a well collocation with appropriate grammatical. There are three stages of translation, namely analysis, transfer and restructuring. In the first process is analysis, translator have to analyze the content of the text (message). The second is transfer, in this stage the translator transfers materials which have been analyzed from source to target language. Finally is restructuring, translators construct materials which have been transferred in order to create a wholly message which is acceptable in target language.

Translation is to transfer the meaning from source text to target text. There is a changes of form from source to target text. In order to translate a text, a changes of form is acceptable but meaning must be hold in target text. Larson in Nurhayuna (2013) states that translation is studying lexicon, grammatical structure, communication situation and cultural context of the source language text; analyzing it in order to determine it's meaning; and then reconstructing this same meaning using the lexicon and language and its cultural context. In translating words from ST to TT, translators are often to face untranslatable words. To find a well translated, Larson in Nurhayuna (2013) argues the importance to know the relation between form and function. Form refers to physical of thing, while function refers to aim and reason of the thing. Larson in Nurhayuna (2013) figures the translation process as follows:

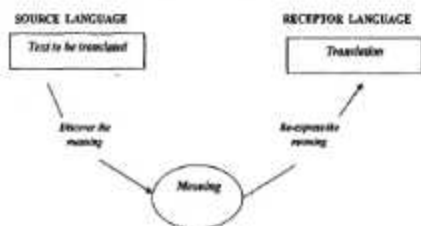


Figure 2

Translation Process Based to Larson

### Translator Competence

Helen (2012:17 ) recommends that translators have sufficient knowledge in order to do the translation. Sufficient knowledge or well knowledge according to Nababan (2008) can realized from translator's competence such as language competence, textual competence, subject competence, cultural competence and transfer competence. Eva Hung in Nunning (2010) states that Language competence, in the sense of being bilingual, is not enough, unless it is also matched by a person's being bicultural. Munday (2004: 351) states that textual competence is the ability not only to apply the LEXICOGRAM- MATICAL rules of a language in order to produce well-formed sentences, and not only to know when, where and to whom to use these sentences, but to know how to make the sentence play a role within a sequence that is eventually part of a well-formed TEXT, DISCOURSE and GENRE. Subject



competence is a science or knowledge and expertise on the certain text. Related to this competence, in order to have the naturalness (acceptable) of translation, target text can be consulted to the expert who has a certain knowledge to the text. Cultural competence is needed in translation when translating, by having a well knowledge on bicultural (source text and target text) a qualified translation can be achieved. Transfer competence is a competence which is refers to tactic and strategy to transfer source text to the target text (Nababan 2008: 13).

Based on the explanation from the experts above, the writers conclude that bad competencies on translators will affect to the quality of translation. All competencies are available to all languages in the worlds. A translator who produced a lack quality on translation have given a bad perception or undertanding to the reader or listener. The fifth translations' competencies above can be made as a model to conduct translation.

### Translation Method

Translation method should be comprehended by the translator in conducting his/her work in order to get a good translation. There are so many translation' method. Newmark in Helen (2012: 18) states that there are some translation methods such as: word-for-word-translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation and communicative translation. In addition to that, Munday (2004: 30) names two 'methods' covering seven procedures, first, direct translation, which covers borrowing, calque and literal translation, second, oblique translation, which is transposition, modulation, equivalence and adaptation. In line to these procedures are applied on three level of language like lexicon, grammatical structure and massage.

In this research, the writer's focus on Newmark theory on translation method (word-for-word-translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, communicative translation). Newmark in Gorea (2013) stated that *Word-for-word translation* is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated. *Literal translation* is converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved. Literal translation or form-based translation attempts to follow the form of the source language. *A faithful translation* attempts to reproduce the precise contextual meaning of the original text within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the SL writer. *Semantic translation* differs from faithful translation only in as far as it must take more account of the aesthetic value, that is, the beautiful and natural sounds of the SL text, compromising on meaning where appropriate so that no assonance, word-play or repetition jars in the finished version. *Adaptation* is the freest form of translation. It is used mainly for plays, comedies and poetry; the themes, characters, plots are usually preserved; the SL culture is converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations. *Free translation* reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intra-lingual' translation, often prolix and pretentious. *Idiomatic translation* reproduces the message of the original text but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. *Communicative translation* attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

### Translation Shift

Popovic in Julianty (2013) stated that individual method of translation is determined by the presence or absence of shift in various layers of translation. It means that there is a significant correlation between shift and method of translation which affect on quality of translation. In addition Catford in Julianty (2013) defined that shift as departures from formal correspondence in the process of going from SL (source language) to the TL (target language).

Catford in Munday (2008: 60) states that, there are two kinds of shift: (1) **shift of level** and (2) **shift of category**. Level shift would be something which is expressed by grammar in one language and lexis in another. For example:

ST : *Jhon has stoped smoking*

TT : *Jhon sudah berhenti merokok*

"Has stopped" in English's grammar as a perfect tense, in translating process become a lexis "*sudah*" in Indonesian language.

Category shift which is given more. These are subdivided into four kinds:

- Structural shift:** these are said by Catford to be the most common form of the shift and to involve mostly a shift in grammatical structure.
- Class shift:** these comprise shift from one part of speech to another.
- Unit shift or rank shift:** these are shift where the translation equivalent in the TL is at a different rank to the SL. 'rank' here refers to the hierarchical linguistic units of sentence, clause group, word and morpheme.
- Intra-system shift:** these are shift that take place when the source language and the target language process approximately corresponding systems but where 'the translation involves selection of a non-corresponding term in the target language systems

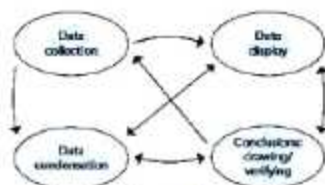
Translation shift as a translation technique. According to Molina and Albir in Nurhayuna (2013: 155) stated that translation techniques has five characteristics: (1). Translation techniques affect the translation outcome, (2). Techniques are classified by comparison to a text ST, (3). Techniques are micro level, (4). Technique are not inter-related but based on the specific context, (5). Techniques have functional characteristic.

### Translation Quality

Johan in Akil (2011: 3) determined the quality of a translation by: (1) how accurate is it or is it grammatically correct?; (2) how clear is it or is it semantically?; and (3) how natural is it or is it pragmatically accepted?. Barnewell in Rasyidie (2013: 75) names three most important qualities of a good translation: Accuracy, Clarity and Naturalness. The translation quality assessment that the researchers used in this research is promoted by Nababan (2012: 50-52). He recommends three parameters of translation quality. They are accuracy aspect, acceptability aspect and readability aspect.

### III. Research Methodology

The researchers used qualitative research design. There are two types of research data in this study: objective and affective data. In line to that, There are two techniques that the researchers used to collect the data. The objective data is collected through content analysis with note taking, while affective data is collected through questionnaire. In addition to that, there are two ways to analyze data. The objective data is analyzed with interactive data analysis process based on Miles, Huberman and Saldana (2014:3). The description can be seen in the following figure:



**Figure 3.**  
Interactive Analysis Process (Miles, Huberman and Saldana, 2014)

While the affective data is analyzed with non-interactive data analysis.

The source of objective data are taken from each chapters which is chosen randomly from physics bilingual book. While, the affective data are from *inter-raters of reliability*, they consist of three raters of accuracy aspect, three raters of acceptability and three raters of readability. The accuracy raters are linguists and the expert of translation, raters of acceptability are physics teachers, and the raters of readability are the students who used the physics bilingual book. Each of these aspects have a different integrity on translation. The difference of integrity on translation because of the fundamental concept on translation. The integrity of translation quality is adopted from Nababan (2012: 52) as follow:

**Table 1**  
Integrity of Translation Quality Aspect Nababan (2012: 52)

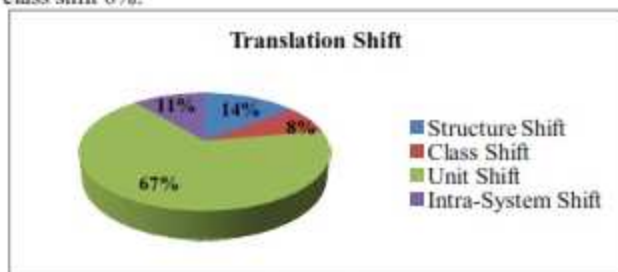
No	Quality Aspect of Translation	Integrity
1	Accuracy	3
2	Acceptability	2
3	Readability	1

Accuracy aspect of translation has a highest integrity of translation quality. The accuracy aspect of translation is appropriate with the basic concept of meaning transfer. Acceptability is categorized as the second position because of the related on target language relationship, target language norm, target language culture, target language setting and tradition. Readability is the lowest integrity because of generally readers do not have access to the source text.

#### IV. Finding and Discussion

##### Translation Shift

After doing the interactive analysis process on the all data about translation shift from bilingual physics book. The dominant shift is unit shift 67%, structure shift 14%, Intrasystem shift 11% and class shift 8%.



**Figure 4**  
The Finding on Translation Shift

From the figure above indicate that the translator's strategies to solve the non-equivalent by using unit shift. This shift played a dominant role on translation quality. whether, the quality of translation categorized high, medium and low.

### Unit Shift

Unit shift can be occurred from the low to the high level or vice versa. Such as, a morphem is translated into a word, a word is translated into phrase, phrase is translated into clause, a clause is translated into sentence and vice versa. Here is the example of unit shift from the physics bilingual book.

ST : ...yang berpindah....

TT : ...transfer.....

There are 67% unit shift that the translator use in translating bilingual book. Unit shift is dominant shift that the translator use.

### Structural Shift

Here is the example of structural shift found on physics bilingual book.

ST : ketika dipanaskan akan melengkung ke arah tembaga, karena tembaga memiliki

Adv V Adv Con S V

koefisien muai lebih kecil dari pada aluminium.

O

TT : when they are heated, they will bend to the direction of copper, because the copper has

Adv S V S V Adv Con S V

expansion coeffisiend smaller than aluminium.

O

From the example above, the structure of ST is Adv + V + Adv + Con + S + V + O while in translating the structure of TT is changed become Adv + S + V + S + V + Adv + Con + S + V + O. This changes is depend on translator's competence or certain linguistic style. Structure shift can be optional and obligation. The total percentage of this shift is 14%.

### Intra System-Shift

Intra-system shifts, which occur when „SL and TL possess systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system”. For instance, when the SL singular becomes a TL plural, Catford (1965:80). Here is the example of intra system-shift.

ST : Anak laki-laki....

TT : The son ....

### Class Shift

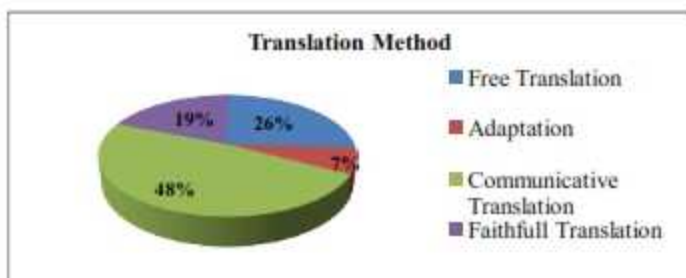
Class shift occur when the translation equivalent of a source language (SL) item is member of a different class form the original item, Catford (1965:80). Here is the example of class shift from physics bilingual book. There are 8% class shift in the objective data.

ST : ... tidak berlaku secara internasional

TT : ....not valid internationally

### Translation method

After doing content analysis about translation method, the researchers found that the dominant translation method is communicative translation : 48%, free translation: 26%, faithfull translation: 19% and adaptation: 7%. The description about the dominant translation method at physics bilingual book can be seen in the following figure.

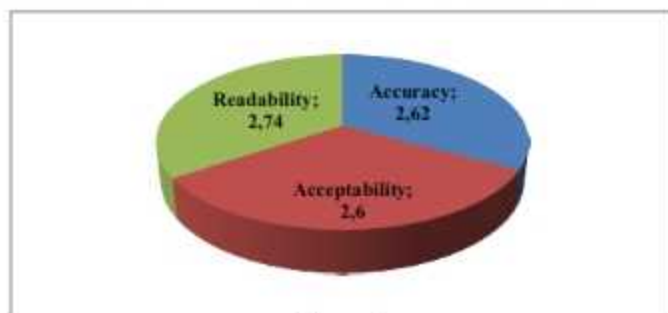


**Figure 5**  
The Finding on Translation Method

Translator tend to use communicative translation method in translating physics bilingual book. Communicative translation method has a big role in translation quality. Indirectly, this method has an impact on translation quality.

### Translation quality

Accuracy is the first score that the inter-raters have to rate. Researchers calculate the rate's mean from three raters of accuracy. The mean of accuracy rate is 2,62. The second is acceptability rate. Three raters (physics teacher) gave 2,6 as a mean of acceptability. The last is readability which is rated by students. They gave 2,74 as the average of readability aspect. The description of translation quality can be seen in the following figure:



**Figure 6**  
Translation Quality

In order to know the translation quality generally, the researchers adopt the concept of Nababan (2012: 52). The finding of translation quality generally can be seen in the following table:

**Table 2**  
Scoring of Translation Quality Generally

The Means of Score				
Accuracy	Acceptability	Readability	Total	Average
$2,62 \times 3 = 7,86$	$2,6 \times 2 = 5,2$	$2,74 \times 1 = 2,74$	15,8 : 6	2,63

From the table above we can see the average of translation quality is 2,63. The average describes that whole translated text is less of accurate, acceptable enough and moderate level of readability. These aspects of translation quality are affected by the dominant translation method (communicative translation) and shift (unit shift).

## Discussion

The data which has been analyzed above only 35 percent of 100 percent from the physics bilingual book. The data are chosen randomly from each chapters. The discussion from the researchers is about the raters of acceptability and readability. They have a limit knowledge about target language (English). It means that, raters' competence need to investigate especially on non-native target language from the aspect of acceptability and readability. In this study, the researchers used three raters of acceptability and readability to get reliable data.

## V. Conclusion

The conclusion of this study can be seen in the following table:

**Table 3**  
The conclusion of translation shift, method and quality

Translation shift					Translation Method			Translation Quality		
SS	CS	US	Is,S	FT	A	CT	Fh. T	Acr	Ac	Rd
17	9	78	13	15	4	28	11	31	30	37
14%	8%	67%	11%	26%	7%	48%	19%	62%	60%	74%
<b>Total : 117</b>					<b>Total : 58</b>			<b>Total : 50</b>		

*Note:*

*SS : Structure shift CS : Class shift US : Unit Shift Is,S : Intra system-shift. FT : Free translation A : Adaptation CT : Communicative translation Fh.T : Faithfull Translation Acr: Accuracy Ac : Acceptability Rd : Readability*

From the table above, it can be seen that the unit shift and communicative translation method are dominant in physics bilingual book. It means that both of them played a crucial role on translation quality. Based on translation quality, it is clear there are 62 percent of physics bilingual book is categorized accurate while the rest is less accurate. Translation acceptability is 60 percent categorized acceptable on target norm and culture while the rest is less acceptable. 74 percent the bilingual book is easy to read or readability by the non-target language, while the rest is difficult to understand. The researchers conclude that dominant translation shift and method have a positive impact on translation quality at physics bilingual book.

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