# TRANSLATION SHIFT IN THE LITTLE MATCH GIRL SHORT STORY

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## Abstract

The paper discusses shifts occurred in the Indonesian translation of Little Match Girl. This research aims to investigate those translation shifts. Furthermore, researchers aimed to describe and calculate the frequency of shifts. This research methodology was descriptive qualitative. Data collection was done by collecting words, clauses and sentences that experienced a shift in translation. The data in this research are short story text 'Little Match Girl' in English by Hans Christian Andersen in 1845 and 'Gadis Penjual korek Api' in Indonesian by Harum L Wibowo in 2015. The results showed that: (1) all types of shifts occurred; level shifts, structure shifts, class shifts, unit shifts, and intra-system shifts (2) unit shifts counted as the most common shifts occured in the Indonesian translated version of Little Match Girl with 42 cases out of 121 units found. The present study may provide information in translation matters and could be considered as a contribution of a research-based samples to similar research in translation deals.

*Keywords:* translations shifts, Little Match Girl, short story.

## Abstrak

Penelitian ini mendiskusikan tentang pergeseran makna yang terjadi pada teks terjemahan Bahasa Indonesia pada cerita Little Match Girl. Penelitian ini bertujuan untuk menginvesitgasi pergeseran-perhgesaran makna yang terjadi di terjemahan tersebut. Selanjutnya, peneliti akan mendeskripsikan dan menghitung frekuensi di setiap tipe pergeseran. Penelitian ini adalah penelitian kualitatif deskriptif. Teknik pengumpulan data dilakukan dengan mengumpulkan kata, klausa, dan kalimat yang telah mengalami pergeseran makna. Data pada penelitian ini adalah teks original cerita pendek Little Match Girl oleh Hans

Christian Andersen pada tahun 1845, dan Gadis Penjual Korek Api oleh Harum L Wibowo pada tahun 2015. Hasil penelitian ini mengungkapkan bahwa: (1) semua tipe pergeseran terjadi: level shifts (pergeseran tingkat), structure shift (pergeseran struktur), class shift (pergeseran kelas), unit shift (pergeseran unit), serta intra-system shift (pergeseran intra-sistem); (2) pergeseran unit dinilai merupakan pergeseran yang paling banyak terjadi pada teks terjemahan Bahasa Indonesia dengan 42 dari 121 kasus yang ditemukan. Penelitian ini diharapkan mampu memberikan informasi pada penelitian terjemahan dan diharapkan memberikan kontribusi pada penelitian terjemahan selanjutnya.

*Kata kunci:* kontribusiontri, grafik, peningkatan siswa, menulis paragraf sebab akibat.

## Introduction

It will not be denied that translation has an essential part when we talk about establishing affiliations, widening thoughts and globally spreading information. As a part of communication, translation is process of communicating between two languages, where the message content of the source language (SL) conveys to the target language (TL). Translation defines as the replacement of textual material into other language (Catford: 1965, 20). However, in our daily life, the implications of translation is multidimensional than we ever could conceive. It is hardly saying that translation is 'only a process' to modify one language to another in making the reader or listener understand the essence of original text. Nonetheless, because of two different languages, it is not easy to synchronize things as because translator probably encounter barriers when doing their job. Those barriers are mainly linguistics, different culture, structural forms, and specific meaning where it could turn into sparks in complicating the communication. Thus, the translator should not only has skills, but more likely understand things as a whole. Customs, beliefs, specific cultures are basic for translator to recognize. This aims to ensure readers or listeners accept the primary content and preserve its essence, without altering the intentions of the source language. Even so, the results of the translation cannot be totally identical as the source text or language which is difficult to find the equivalent of the word in the target language. Therefore, it indeed happens in Indonesian to English, or vice versa.  Both language have many differences which can be a problem when

doing the translation.  As an example, language is basically has an inseparable part of the speakers' culture, as it is stated before. It is the symbols or identity of the speakers in which language he or she uses. Not to mention the vocabulary which is the most obvious difference seen in each language. All language have their own uniqueness. These differences are in the form of the language itself, so naturally the forms in the source language must change when a translator expresses or writes the source language to target language.

Another problem detected is translators occasionally form some translation shifts. They often make some shifts in structure or word class when translating. Translation shifts is some changes of tiny linguistic form happen between source text and target text (Catford: 1965). Catford named those changes into shifts and put them into two major shifts, namely level shift and category shift (further explanation and classifications will be explained in literature review). To this extent, there are some studies concerned about translation shifts. First, Fitria (2020) analyzed translation shifts in English into Indonesian subtitle of Guzaarish movie. This research studied about what kind of shifts that dominantly appeared in movie subtitle. Second, Haryanti, et.al (2018) conducted research about Indonesia into English translation shifts in Maryam novel. Third, Xia (2018) explored level shifts in dialect translation in three versions of the sing-song girls in shanghai. In different media, this research wanted to know translation shifts in short story.  Hence, to sum up, this research wanted to identify translation shifts in the Little Match Girl short story based on the original and translated manuscript.

## Literature Review

The study of translation has been investigated for centuries. Many scholars have come up with their theories during those years. This is just a proof that translation evolves as the advancement of civilization. Below are some perspectives by experts about translation:

1. Catford (1965): Translation defines as the replacement of textual material into other language. He afterward put them into two major shifts, namely level shift and category shift which consists of structure shift, class shift, unit shift and intra-system shift.

2. Newmark (1988): Translation means rendering the meaning of a text into another language in the way that the author intended the text

3.  Baker (1998): The equivalence as the relationship between a source text (ST) and a target text (TT) that has allowed the TT to be considered as a translation of the ST in the first place.

4. Munday (2000): Translation can refer to the product and the process. The product involves the translated text and the process involves the translator changing an original written text (source language) into written text (target language) in different verbal language.

5. Rasydie, et al. (2013, 64): Translation is a process or an attempt to constitute or to replace a message of one language into the equivalent message in another language.

Based on those theories above and what the researcher have seen during the process, translation is a whole system to reproduce a meaning of one language to different language. The whole system means not as exact as literal meaning of the source material, but also extensively seen from cultural and structure background. Those factors stated will give substantial impacts on the target language. Translation shifts is a new form of translated text from source to target language. Catford (1965) categorized the concept of shifts into two points, they are level shifts and category shifts.

a.   Level Shifts

Level shifts, sometimes known as a rank shifts, is a shift where a SL item at one linguistic level has a TL translation equivalent at a different level. Simply, it is a shift from grammar to lexis. The example below shows that grammatical pattern in SL shifted into lexis in TL.

SL : She had been frozen

TL : Dia telah membeku

From the examples above, it can be seen that grammatical item in SL had been (form of Past Participle) is translated into telah in TL.

b. Category Shifts

Category shifts refer to unbounded and rank-bounded translation (Herman: 2014). There are four types of category shifts, namely structure shifts, class shifts, unit shifts, and intra-system shifts.

1) Structure shifts is a shift in grammatical form from SL to TL. This type is the most frequent shifts found in any kind of translation.

SL : Her father would certainly beat her

TL : Ayahnya pasti akan memukulnya

2) Class shifts is a shift when the translation equivalent of a SL item is a member of a different class from the original item.

SL : She grew colder and colder

TL : Dia merasa semakin kedinginan

3) Unit shift is a shift 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 target language. It includes shifts from morpheme to a word, word to phrase, clause to sentence, and vice versa.

SL  : Her little hands were almost frozen with the cold

TL : Tangannya yang mungil hampir mati rasa karena kedinginan.

4) Intra-system shift is a shift occurs within the internal system of language. The system that affects this shift is the singular and plural form system between the source language and the target language

SL : Lights were shining from every window

TL : Dari balik jendela-jendela disana, lilin-lilin bersinar memancarkan cahaya yang berkilauan.

## Research Method

This study conducted a descriptive qualitative research. In analyzing the data, the researcher first wrote the raw data by comparing the original short story and the translated one. After that, the researcher analyzed them and put them into the right types of category shifts. There are four types of category shifts, such as structure shifts, unit shifts, class shifts, and intra-system shifts. At last, the researcher drew conclusion without making any generalization.

The data instrument of this research is the short story of "Little Match Girl by Hans Christian Andersen" that wrote in 1845 and its Indonesian translation that has been translated in 2015 by Harum L Wibowo entitled Gadis Penjual Korek Api. Hans Christian Andersen was a Danish author who created Little Match Girl in 1845 (cited from www.biography.com).  He was well-known as a writer and began gaining worldwide fame for his work of children's stories. Some of his remarkable masterpieces were Little Match Girl and The Ugly Duckling. Little Match Girl is a short story about a poor little girl who sold matches in one freezing cold night. Because no one wanted to buy her matches and afraid going home with a bucket filled with worst-selling matches, she then started to light the matches up one by one to warm her pity small body. When she lighted the match, she could vision things in its flame. Things that made her heart feeling warm inside. As she lighted the last match, she went dies in frosty snowy night. Because of its touching storyline and popularity gained, this short story has been adapted to various media such as films, musicals, amusement park attractions, comics, literature, even video games. Many blogger also tried to re-tell this story, whether in its original language or translated. One of them was Indonesian blogger named Harum L Wibowo. He translated the story in his blog entitled 'Gadis Penjual Korek Api'.

In analyzing the data, the researcher read both English and Indonesian versions of Little Match Girl short story. After that, the researcher checked whether there was the translation shifts in the text taken as a valid data. From the data found, the researcher then analyzed the equivalence of meanings and messages in the text. The last, the researcher drew the conclusions based on the research results.

## Result and Discussion

In this finding part, the researcher wanted to explore translation shifts between two short stories, Little Match girl originally wrote by Hans C.Andersen (1845) and its Indonesian translated by Harum L. W (2015) entitled Gadis Penjual Korek Api. Little match Girl is a fiction short story that actually written in Danish for its originality. Andersen was a writer whose specialty in short stories. During his life, he wrote about 156 short stories and his work had been translated into more than 125 languages.

Accroding to Catford (1965), translation shifts has two types. They are level shifts and category shifts. Category shifts then divided into four types. They are unit shifts, class shifts, structure shifts and intra system shifts. After being investigated, Gadis Penjual Korek Api went through some translation shifts and all types of shifts were found in the short story.

1.     Level Shifts

Level shift occurred when a source language object has a different degree of equivalence translation at different language levels (in grammar or lexis in particular). Look at the samples below.

CODE   : 116/LMG-GPKA/SS
SL       : The largest holes had been stopped
TL       : Celah terbesar telah ditutupi
CODE   : 098/LMG-GPKA/SS
SL       : She had been frozen to death
TL       : Dia membeku
CODE   : 008/LMG-GPKA/SS
SL       : She had lost them
TL       : Dia kehilangan sandalnya

The translation above shows the level shifts from English source language to Indonesian target language. The level shift occurred in some sentences as it is seen above. In the first sentence (116), the source language was S (the largest holes) + have/has been+ V3 (stopped). Had been in this sentence is translated into telah in target language.  The second sentence (098), S (she) + had been + v3 (frozen) + to death is translated into membeku in target language. The translator simplified the sentence in target language. The third sentence (008), S (she) + had + v3 (lost) + O (them) was translated into kehilangan in target language.

When doing the translation, the translator makes an effort to present the identical context from source language into target language. Somehow,

the translator needs to change a word into a phrase, or vice versa, without changing the intention of the source language. This is called level shift. As examples showed above, 1) had been stopped was translated into telah ditutupi; 2) had been frozen to death was translated into membeku; 3) had lost them was translated into kehilangan sandalnya.

2. Category Shifts

Category shift is similar to departures from formal correspondence in translation. This shift is based on the fundamental categories in linguistic theory (Suherman: 2018). It involves unit shift, structure shift, class shift, and intra-system shift.

2.1 Unit Shifts

Unit shifts is defined as a stretch of language activity which is the carrier of a pattern of a particular kind (Suherman: 2018). This occurs to word, expression, clause or sentence in source language to target language.

CODE   : 093/LMG-GPKA/SS
SL       : God
TL       : Sang Pencipta
CODE   : 031/LMG-GPKA/SS
SL       : Frozen
TL       : Mati rasa
CODE   : 016/LMG-GPKA/SS
SL       : Shivering with cold and hunger
TL       : Tubuh gemetaran karena kelaparan dan kedinginan

The translation above shows the unit shifts from English source language to Indonesian target language. The unit shift occurred in some sentences as it is seen above. In the first sentence (093), the source language God (noun-word) in this sentence is translated into Sang Pencipta (phrase) in target language.  The second sentence (031), frozen (word) is translated into mati rasa (phrase). The third sentence (016), shivering (gerund) is translated into tubuh gemetaran (main clause).

Unit shift is a strategy by the translator in making a new sentence in target language by adjusting some units in English grammar. Units in English grammar are morpheme, word, phrase, clause, and sentence. Every units is the carrier of particular meaning in structural form. As examples above, 1) God (noun- word) is translated into Sang Pencipta (phrase); 2) frozen (adjective-word) turns into mati rasa (phrase); 3) shivering (noun-gerund) becomes tubuh gemetaran (main clause).

2.2 Structure Shifts

Structure shift is the shift happens in grammatical form from source language to target language. This shift occurs when a unit in source language is translated into different sequence in target language. It happens at all ranks in consideration and made this shift to be the most frequent shift takes

CODE : 020/LMG-GPKA/SS
SL : Long hair
TL : Rambut panjang
CODE : 002//LMG-GPKA/SS
SL : Last evening
TL : Malam terakhir
CODE : 061/LMG-GPKA/SS
SL : Christmas tree
TL : Pohon natal
CODE : 006/LMG-GPKA/SS
SL : Little girl
TL : Gadis kecil

The translation above shows the structure shifts from English source language to Indonesian target language. The structure shift occurred in some sentences as it is seen above. In the first sentence (020), the source language long (modifier) + hair (head) in this sentence is translated into rambut (head) + panjang (modifier) in target language.  The second sentence (002), last (modifier) + evening (head) is translated into malam (head) + terakhir (modifier). The third sentence (061), Christmas (modifier) + tree (head) is translated into pohon (head) + natal (modifier). The last sentence (006), little (modifier) + girl (head) turns into gadis (head) + kecil (modifier).

Structure shift is made in translation process in order to create a new sentence in target language to be more natural. As examples above, 1) long hair; 2) last evening; 3) Christmas tree; 4) little girl showed the same pattern 'modifier + head' in source language becomes 1) ramput panjang; 2) malam terakhir; 3) pohon natal; 4) gadis kecil with 'head + modifier' pattern in target language.

2.3 Class Shifts

This shift happens when an item turns into different grammatical class from the original source. It can be made because the item of source and target language are equivalent.

CODE : 094/LMG-GPKA/SS

SL        : in the dawn
TL        : Fajar
CODE   : 001/LMG-GPKA/SS
SL        : in the cold and darkness
TL        : Di tengah suasana malam yang gelap dan dingin
CODE   : 055/LMG-GPKA/SS
SL  : More wonderful
TL : Ajaibnya lagi

The translation above shows the class shifts from English source language to Indonesian target language. The class shift occurred in some sentences as it is seen above. In the first sentence (094), the source language in the dawn (adverb of time) in this sentence is translated into fajar (noun) in target language.  The second sentence (001), darkness (noun) is translated into gelap (adjective). The third sentence (055), more wonderful (comparative adjective) is translated into ajaibnya lagi (adverbial phrase).

2.4      Intra System Shifts
CODE   : 003/LMG-GPKA/SS
SL        : They were very large
TL        : Sandalnya berukuran sangat besar
CODE   : 004/LMG-GPKA/SS
SL        : Naked feet
TL        : Bertelanjang kaki
CODE   : 009/LMG-GPKA/SS
SL        : Carriages
TL        : Kereta kuda
CODE   : 010/LMG-GPKA/SS
SL        : One of the slippers
TL        : Salah satu sandalnya

The translation above shows the intra-system shifts from English source language to Indonesian target language. The structure shift occurred in some sentences as it is seen above. In the first sentence (003), the source language 'They were very large' in this sentence is translated into 'sandalnya berukuran sangat besar' in target language.  The second sentence (004), 'Naked feet' is translated into 'bertelanjang kaki'. The third sentence (009), 'carriages' is translated into 'kereta kuda'. The last sentence (010), 'one of the slippers' turns into 'salah satu sandalnya'.

As we know, plural words are mostly signed by s/es in the end of its word. But it can be seen, there is a different system in source and target

language. In source language, 1) they; 2) feet; 3) carriages; 4) one of the slippers show that all words in bold are in plural form. Whereas in the target language, 1) sandalnya; 2) kaki; 3) kereta kuda; 4) sandalnya are all in singular form. Even though they are in different form, its meaning still counts acceptable to each other.

Table Analysis of Translation Shift in the Little Match Girl Short Story

| Aspect | | Translation Shift | | | |
|---|---|---|---|---|---|
| | Level | Category Shift | | | |
| | | Structure | Unit | Class | Intra System |
| | | 23 | 42 | 30 | 15 |
| TOTAL | 11 | 110 | | | |
| | | 18.12% | 33.09% | 23.64% | 11.82% |
| Percentage | 13.31% | 86.69% | | | |

As it can be seen from the table analysis above, it was found that there are two types of translation shifts in the Little Match Girl Indonesian translated version. There are 11 data or 13.31% in level shifts, whereas there are 110 data or 86.69%. Category shifts itself is divided into four types of shifts. Structure shifts as 23 data or 18.12%, unit shifts as 42 data or 33.09%, class shifts as 30 data or 23.64%, and intra system shifts as 15 data or 11.82%. Unit shifts was the most common shifts found in the this Little Match Girl Indonesian translated version, even though the number does not dominated the whole short story.

In the transfer process of translation, a translator usually turns the source language into the target language by paying attention to various adjustments and even shifts. This theory highlights changes syntactically and semantically to produce an acceptable and equivalent translation. Linguistically, shifts can be formed as a result of defining concrete objects and abstract meaning of words of language only applies (Fitria: 2020).

## Conclusion

Based table table 1-5 students perception on dimension view can be seen that students judged Google Classroom was application which have ease access when operated that able to help students learning English during this Corona Virus 2019, especially this media mostly help students ease in

submitting assignment, sending and receiving assignment and the system on Google Classroom was ease to understand also make students felt comfortable in running English teaching-learning process. All students perceived usefulness of Google classroom which dominantly on grading and evaluation also students and perceived usefulness in processing of submitting assignment with notification deadline of task submission on Google Classroom that made students able to organized their task. The result this study on first indicators are supported by Jansen (2014) in Iftihar et al. (2016) mentioned the benefits of Google Classroom. It is very easy to use. Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications''. Which students perception on first indicators showed they felt the ease accessing when used Google Classroom as English teaching media. Then, indicators two is in line with (Shaharanee, et.al.,2016) the feedback provided by the teacher is useful for students in understanding material just have learnt. And the quality of learning activities was excellent got the low respond from students. It believed the feedback from teacher when studied using Google Classroom played important role for students learning activities. For the third indicators on statement number 14 the students felt comfortable communicating using this media by these activities were got the lowest perception from students.

The result of questionnaire on students' perception was supported by the study of  Shaharanee, et.al. , 2016)  that showed  students disagreed that it is comfortable to interact with other participants in virtual world compared to other variables, Therefore, lecturer should put more concern on making interactive platform of online learning in order to have an active online learning. And for the last indicator regarding with students satisfaction about the use of Google Classroom,a study conducted by Shaharee et.al. (2016) found mostly students would recommend this method of learning to be applied to other appropriate subject. The result of that study was in line with result questionnaire about students satisfaction in this study which the second dominantly some of students agreed they would recommend this method of learning to other appropriate subject. Even though it has been presented that students have positive perception toward Google Classroom,this findings show the activities of presenting material still need some improving by teacher to make students more understand, attractive and enjoyable in learning English using Google Classroom. This result found students get more understanding

about the material have learnt after they got some feedback and evaluation from teacher. Certainly, that condition will make students can be independently in learning new material.

## Conclusion

Based on the data found and employed the study of translation shifts by Catford (1965), it was found that all types of shifts occurred in the Indonesian translated of Little Match Girl short story. The result showed that there were 121 cases of translation shifts. Even though the number  was not dominated the result, unit shifts were mostly found in the Gadis Penjual Korek Api script. There were 42 cases out of 121 (33.09%) and the least shifts found was level shifts with 11 cases (13.31%). To sum up, the translator made shits in translating in order to make an equivalent meaning from source to target language. The equivalence could be achieved by mastering language skills and figure out some linguistics theories before do their work. Further, this study offers linguistic analysis that consider to contribute a research-based samples in translation deals. What is more important, this research may provide information in translation matters and could be a trigger to other EFL researchers to do research in similar circumstances.

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