

ABSTRACTS

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Category shifts according to Catford is departure of formal correspondence in translation. Category shifts are further subdivided into a) structure shifts (e. g. a change in clause structure), b) class shifts (e. g. a change in word class), c) unit shifts (e. g. translating a phrase with a clause), and d) intra-system shifts (e. g. a change in number even though the languages have the same number system). Direct speech is the expression that person actually says. In other words when we say exactly what someone has said is called direct speech. In short we quote speaker's actual words. So it is also called quoted speech.

The problem statements of this research are as follow: (1) What are the types of category shifts on the direct speech of Monsieur Lecoq novel translation? (2) What is the dominance of category shift on direct speech of Monsieur Lecoq novel translation? The purpose of this research were to find (1) the types of category shifts on the direct speech of Monsieur Lecoq novel translation and (2) the dominance of category shifts on the direct speech of Monsieur Lecoq novel translation.

This research applied qualitative approach and used the library research. This research used novel entitled Monsieur Lecoq by Emile Gaboriau and Lylian. The data are taken in the form of direct speech. The numbers of the direct speech of the research were 1044 direct speech. The technique of data collection are (a) reading and understanding the content, (b) choosing and selecting the data, (c) collecting the data, and (d) retyping all the data. Data analysis of this research are (a) reviewing the data, (b) determining the component parts of each shift, (c) discovering and explaining the category shifts, and (d) using English and Indonesian dictionary.

The result of the research showed that there are the types of category shift: structure shifts with 1568 (60, 37%) data, the second category was intra-system shifts with 508 (19, 56%) data, the third category was unit shifts with 441 (16, 98%) data, and the last category was class shifts with 80 (3, 08%) data. The dominant structure shift from English into Indonesian occurred because the common different between both of language was the structure of modifier plus head noun.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the media for every person to speak and to express their feeling or thought to others in the same language in the country. It becomes a difficult matter if a person of his/her language when talking to other persons with different or foreign language. People need a help to speak by foreign language. Looking up a dictionary for the meaning of words will not help the conversation become clearer and understandable. So, once the linguists created the study for language to other language. It named the translation study.

People nowadays use the foreign language usually in order to get jobs or to study in universities outside their countries. The language they have been learning often in formal language because it is considered to be respectful and clear than informal language. The latter is the language that native speakers use in daily activities. Informal language usually is used when people talk to their environment like family and friends. But for the beginners who learn foreign language, they have to study formal language. It has to be formal language because informal language usually is different between words and its meaning. Consequently, the beginners can be confused to use foreign language.

Translation according to Roger T. Bell is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalence.¹ The equivalence between two languages means the equivalence in the difference of degrees. More, the difference of degree can exist in grammar, lexis, semantic, ranks (sentences, clause, phrase, word, and morpheme).

The purpose of translation theory is to reach an understanding of the processes undertaken in the act of translation and, not, as is so commonly misunderstood, to provide a set of norms for effecting the perfect translation.² The goal of translation theory is to make clear the process in translation. Furthermore, the process of translation is more important than the product. It is true because the process of translation learns the whole aspect of translation procedures, techniques, methods, systems, language cultures, and any other. On the contrary, the product of translation merely needs instant goal.

Translation usually used by people who master at least two languages or so called bilingual. Language system of a country is different to another one. Although people can translate his/her language toward another language, it is not enough if he/she doesn't recognize the system, the structure, the values and any other of foreign language.

¹ Roger T. Bell, *Translation and Translating : Theory and Practice* (United State of America, New York : Longman Inc. 1991), 5.

² Susan Basnett, *Translation studies* (London and New York : Routledge, Taylor and Francis group, 2002), 44.

According to Jeremy Munday, The term translation itself has several meanings: it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating). The process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).³

Further, in Jeremy Munday there are 3 categories of the translation. This categories of translation described by the Czech structuralist Roman Jakobson in his seminal paper 'On linguistic aspects of translation'. He stated:

Those categories are intralingual translation, interlingual translation, intersemiotic translation. Intralingual translation would occur, for example, when we rephrase an expression or text in the same language to explain or clarify something we might have said or written. Intersemiotic translation would occur if a written text were translated, for example, into music, film or painting. It is interlingual translation which is the traditional, although by no means exclusive, focus of translation studies.⁴

Here, Interlingual translation is the category of translation which involves two languages (bilingual) sometimes more than two languages (multilingual). By observing the structures of a text, the systems, the meanings, and the styles of language perhaps it is the biggest category than the two other

³ Jeremy Munday, *Introducing translation studies : Theories and Applications* (London and New York : Routledge, 2001), 4-5.

⁴ Ibid.

categories. Interlingual translation produces a procedure of translation. One of the procedures of translation is translation shift. Moreover, shift can be divided into two common shifts. Those are level shift and category shift.

Catford distinguishes two major types, level shifts (where a SL item at one linguistic level for example grammar has a TL equivalent at a different level, for instance lexis) and category shifts, which involve (a) changes of structure (structure shifts, for example a subject – predicate – object structure maybe translated as a predicate – subject – object structure), (b) changes of rank (unit shifts, for example a word maybe translated by a morpheme or a group by a clause) (c) changes of class (class shifts, for example an adjective maybe translated by a noun or a verb) or (d) changes of term (intra – system shifts, shifts which occur internally, within a system, when source and target language systems have the same formal constitution but translation involves the selection of a non-corresponding term in the target language system).⁵

Monsieur Lecoq is the novel by Emile Gaboriau. The genre of this novel is fiction with detective and mystery. It is one of the best novels he created. Conan Doyle who created the character of Sherlock Holmes was inspired by Lecoq's character. Conan Doyle ever said that Emile Gaboriau had rather attracted him by the neat dovetailing of plot.

⁵ Mona Baker, *Routledge Encyclopedia of Translation Studies* (London : Routledge, 1998), 226

Émile Gaboriau (November 9, 1832 – September 28, 1873) was a French writer, novelist, journalist, and a pioneer of detective fiction. Gaboriau was born in the small town of Saujon, Charente-Maritime. He became a secretary to Paul Féval, and after publishing some novels and miscellaneous writings, found his real gift in *L'Affaire Lerouge* (1886). He was the son of Charles-Gabriel Gaboriau, a minor public official and Marguerite-Stéphanie Gaboriau (nee Magistrel). He also created other novels like *Les Gens de Bureau* (1862) - *The Men of the Bureau*, *Les comédiennes adorées* (1863), *L'Affaire Lerouge* (1866) - *The Widow Lerouge / The Lerouge Affair*, [Le Crime d'Orcival \(1867\)](#) - *The Mystery of Orcival*, *Le Dossier n° 113* (1867) - *File No. 113 / The Blackmailers*.

The major forms of literature are drama, prose, poetry. Novel itself belonging to prose. Novel is fictional prose narrative. Literature, will refer to written works: by mean works whose originating form and final point of reference is their existence as written textuality — however much individual texts may be performed, produced or reproduced in non-written form (hence plays but not film – scripts, performance poetry and poetry set to music but not song lyrics).⁶

In this study, the researcher would like to analyse the translation shifts. In this shifts, there is category shift which investigate the movement, change,

⁶ Peter Widowson, *Literature* (London : Routledge, 1999), 15.

addition, sometimes reduction in the structure of the text to the same text in different language. Based on the description above, the researcher is interested in conducting the research entitled “CATEGORY SHIFTS ON THE INDONESIAN TRANSLATION NOVEL OF MONSIEUR LECOQ.”

B. Research Focus

Conducting a research needs a specific focus to make the research easy to understand and make easy for the researcher to manage the research better.

There are many translation techniques that are interesting to analyze. In this study, the researcher focuses his study on the category shifts. It is divided into structure shift, class shift, intra-system shift and unit shift.

Unfortunately, it is impossible to analyze all texts because limited time and energy. Therefore, the study is focused to analysis of category shifts on the direct speech of **Monsieur Lecoq** by Lylian.

C. Statements of the Problem

Considering some of that introduction in background of the study above, the researcher intends to observe the context in the novel of Monsieur Lecoq by using category shift. So the problems that will be discussed in this study are :

1. What are the types of category shifts on the direct speech of Monsieur Lecoq novel translation?

2. What is the dominance of category shift on the direct speech of Monsieur Lecoq novel translation?

D. Objectives of the Study

Based on the statements of the problem, this research intends to find out :

1. The types of category shift on the direct speech of Monsieur Lecoq novel translation.
2. The dominance of category shift on the direct speech of Monsieur Lecoq novel translation.

E. Significance of the Study

This study needs significance in order that the readers know why this study is conducted. This research has at least two minds significances, theoretically and practically.

- 1) Theoretically, the result of this analysis is expected to give contribution to the writer and the readers. By reading this thesis, the writer hopes that the readers will enlarge their knowledge about translation especially in analyzing category shifts on the direct speech of Emile Monsieur Lecoq by Emile Gaboriau and Lylian.
- 2) Practically, it is expected that after finished the study, it will be useful for translation study and also expected to provided other researcher especially in analyzing category shifts.

For the next researcher, the writer hopes this study can help the next researchers in translation study and for English teacher, it is hoped that this study can explain perfectly and clearly about how to analyze the translation shift, especially about category shifts.

F. Theoretical Background and Previous Research Finding

1. Translation

Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. Each exercise involves some kind of loss of meaning, due to a number of factors. It provokes a continuous tension, a dialectic, an argument based on the claims of each language. The basic loss is on a continuum between overtranslation (increased detail) and undertranslation (increased generalization).⁷

Munday rather basically defines the “process of translation” as involving “the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL)”.⁸

⁷ Peter Newmark, *Approaches to Translation* (China : Shanghai Foreign Language Education Press, 2001), 7.

⁸ Ernst R. Wendland, *Review Article : Jeremy Munday Introducing Translation Studies : Theories and Applications* (University of Stellenbosch, 2012), 423.

In addition to ease reading about text in foreign language into our own language, we can use the methods of translation. The pattern of words from Source Language into target language usually is different.

2. Previous Research Finding

This research needs some previous research as a consideration theory. The details information is explained as below:

The previous research finding that can be used as a considerations theory is taken from Agus Setiawan with the title “Category Shifts in the Bilingual Translation of Agatha Christie’s *N Or M?* And Mareta’s *N or M?*”. The results of this study are as follows: (1) occurrences of category shifts, consisting of structure shifts, unit shifts, class shifts, and intra-system shifts. The occurrences of structure shifts are 43 cases or 6.55%, unit shifts are 452 cases or 69.07%, Class shifts are 51 cases or 7.77%, and Intra-system shifts are 108 cases or 16.61%. The effect of category shifts in English – Bahasa Indonesia translation of the novels *N or M?* can change the degree meaning equivalence in the target language. From the result above, it shows that unit shifts have the highest occurrence. (2) There are three factors why shifts occur including, (a) the different grammatical rule between the source language and the target language, (b) the necessity to get a natural translation, and (c) the importance of delivering message by clarifying the meaning. (3) The equivalence degrees include complete, increased, and decreased meanings and non equivalence degrees are different meaning and no meaning. Complete

meanings have the highest frequency of occurrences that is 445 out of 621 cases or 71.65% followed by increased meanings with 10 cases or 1.62% and decreased meanings with 105 occurrences or 16.90%, no meaning with 8 occurrences or 1.29% and different meaning with 53 cases out of 621 cases or 8.54%. Complete meaning has the highest frequency, in other words, the translator successfully transfers the meaning from the source text to the target text.

This research was a descriptive study, applying the content analysis technique. The object of this study was Agatha Christie's *N or M?* and its translation *N atau M?* by Mareta. The data were analyzed using the content analysis technique. The researcher analyzed the occurrences of category shifts in the novel. The types of category shifts were structure shift, class shift, unit shift, and intra-system shift. The data are drawn into a table of the data sheet. In analyzing, the researcher compared sentence to sentence between the source language and the target language. The research instruments were a conceptually constructed classification arranged by the researcher and employed credibility and dependability criteria. The technique to gain validity of the data and the findings was by having regular analytical discussions with the researcher's consultant and by sharing with peers in order to compare the researcher's analysis by conducting deep analysis.

Besides the previous study by Agus Setiawan, the researcher also uses a thesis written by: Herdani Kantiastuti with the title "An Analysis of

Category Shifts in the English-Bahasa Indonesia Breaking Down Movie Texts.” The findings of the study show that there are four types of category shifts that occur in the subtitling text of the Breaking Dawn movie. They are structure shift, class shift, unit shift and intra-system shift. The structure shift has the highest frequency, that is 79 cases or 50.7 %. It happens because the grammatical systems between the source language and the target language are different. The intra system shift has the lowest percentage, that is 8.6 %. The frequency of unit shift is 30 cases or 21.7%. It proves that there are no correspondences between the source language and the target language. The frequency of class shift is 26 cases or 19%.

Those category shifts occur because the grammatical systems of the SL and TL are different, so the translator is dictated by the target language. The second reason is to clarify the meaning in order that the message is easily understood by the audience. Another reason is to achieve the efficiency because this is subtitling process limited by the time and the space of screen. Those category shifts result in different degrees of equivalence. They are complete, increased, and decreased meaning. The complete meaning has the highest percentage, that is 75.3%. The percentage of increased meaning is 13% and the percentage of decreased meaning is 5.3%. Different meaning has result 4% and no meaning occurs 2.4%. It means that the messages of the source language are transferred as equivalent as possible in the target

language. It can be concluded that shift is used to get the accurate and natural translation.

From those previous studies, the researcher is sure that translation shift is very important to discuss. Finally, the researcher analyze the novel *Monsieur Lecoq* under the thesis.

F. Research Methodology

1. Research Design

According to John W. Best and James V. Kahn, Qualitative research is description of events and persons scientifically without the use of numerical data.⁹ This research uses the approach of qualitative descriptive. the approach of qualitative descriptive is the approach that based explaining by observing, identifying, analysing and using the existed data to answer the problems.

This research is a library research. Library research is research using texts as research sources and using kinds of information that is suitable in order to mean data that is owned. Researcher analyses the novel entitled “*Monsieur Lecoq*” by Emile Gaboriau. The analysis of the content is focused on the what the translation on this novel is, especially in the category shifts. So, the reasearcher studies any structure of the words,

⁹ John W. Best and James V. Kahn, *Research in Education* (United States of America : Pearson Education Inc. 2006), 79.

phrases, clauses, and sentences in order to know the use of category shifts in the Monsieur Lecoq novel.

2. Data Sources

Data source that the writer uses for conducting the research is the data that are taken from the novel of Monsieur Lecoq by Emile Gaboriau and its translation by Lylian published by Visimedia in South Jakarta. The data are category shifts that occur in Monsieur Lecoq and its translation especially in the direct speech. The SL is English and the TL is Indonesian.

3. Technique of Data Collection

The way of the writer collects the data are as follows:

- a. Reading and understanding the content of the novel that is being analyzed.
- b. Choosing and selecting the data dealing with each problem that will be investigated.
- c. Collecting the data related to the problem of the study.
- d. Retyping all the data that have been chosen and selected based on the Monsieur Lecoq novel.

4. Data Analysis

The steps that the writer uses in analyzing the data are as follows:

- a. Reviewing the data that have been collected.
- b. Determining the component parts of each shift.
- c. Discovering and explaining the category shifts implied in

the novel related to Monsieur Lecoq.

d. Using English dictionary and Indonesian dictionary.

G. Organization Of The Thesis

The researcher organizes this thesis into four parts. The organization in this thesis is described below:

Chapter I is introduction. It covers background of the study, research focus, statements of the problem, objectives of the study, and significances of the study, theoretical background and previous research finding, research methodology, and organization of the thesis.

Chapter II is review of the related literature. It explains the analysis of theories based on the study. This chapter contains translation shifts, the definition of translation, the process of translation, types of translation, level of translation shift, category of translation shifts, the definition of the novel, types of the novel, Monsieur Lecoq and direct speech.

Then, chapter III is finding and discussion. In this chapter the data that have been observed then explained by detail answers based on the research problems.

Finally, chapter IV is closing. In this chapter the conclusions based on the previous chapter are rewritten with clear, brief, and understandable proposition.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Researcher has some theories that are relevant studied with the theme of the discussion.

A. Translation Shift

The term “translation shift” was first introduced by Catford in 1965. His definition of this concept relies on his distinction between formal correspondence and textual equivalence: formal correspondence is the relationship that holds between two linguistic categories that occupy approximately the same place in the organisation of their respective languages, while textual equivalence holds between two portions of text that are actual translations of each other. When a textual equivalent is not formally correspondent with its source, this is called a translation shift, of which there are two major types: level shifts and category shifts.

Translation shift is one of several translation techniques. There are a few techniques of translation such as reduction, modulation, particulation, variation, translation shift, etc. In translation shifts, there are two major types. First is level shift. Level shift occurs when an item at one linguistic level in SL has its translation equivalent at different level in TL.¹⁰ Second is Category

¹⁰ J. C. Catford, *A Linguistics theory of Translation* (London : Oxford University Press, 1965), 73.

shifts. It refers to departures from formal correspondence in translation. What is meant by formal correspondence is any grammatical category in the target language which can be said to occupy the same position in the system of the target language as the given source language category in the source language system.¹¹ Further, in category shifts, Catford divides into four subcategories named structure shift, unit shift, class shift, and intra-system shift. For category shifts, the researcher will explain in the next section¹².

Procházka defines a good translation in terms of certain requirements which must be made of the translator, namely: (1) “He must understand the original word thematically and stylistically”; (2) “he must overcome the differences between the two linguistic structures”; and (3) “he must reconstruct the stylistic structures of the original work in his translation”.¹³ As the translator, he/she must have skill in language course and coverage all aspects of language. Then he/she must understand deeply about the context and relate the skill that he/she has. So, the translator could be said as a good translator.

One of the problems with this approach is that it presupposes that it is actually feasible to determine those elements in two linguistic systems that are formal correspondents of each other – after all, this is a prerequisite for

¹¹ Ibid., 76.

¹² Jeremy Munday, *Introducing translation studies : Theories and Applications* (London and New York : Routledge, 2001), 61.

¹³ Lawrence Venuti, *The Translation Studies Reader* (London.: Routledge, 2000), 131.

deciding whether there is a divergence between formal correspondence and textual equivalence. For this reason, Catford's account remains purely theoretical and has never been fully applied to any actual translations.¹⁴

1. The Definition of Translation

Translation is the process of transfer the word with meaning from the source language to target language by using rules, cultures of language, and styles. According to Nida and Taber, Translation consists in 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.¹⁵

Translation is conceived primarily as a process of intercultural communication, whose end product is a text which is capable of functioning appropriately in specific situations and contexts of use. In this conception, neither source and target text comparison nor linguistics, has any significant role to play, and translation is situated within the wider context of cooperative interaction between professionals (experts) and clients.¹⁶ Translation involves intercultural language, which means some language used as the expression in translating.

¹⁴ Lea Cyrus, "Old Concepts, New Ideas : Approaches to Translation Shifts " (2009), 90

¹⁵ Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation* (The Netherland : E. J. Brill, Leiden, 1969), 12.

¹⁶ Mona Baker, *Routledge Encyclopedia of Translation Studies* (London : Routledge, 1998), 3.

Harrison (1979) in Kolawole, views translation as a modern science at the interface of philosophy, linguistics, psychology and sociology. Literary translation in particular is relevant to all these sciences, audio-visual arts, as well as cultural and intellectual studies. Since translation studies began, there has been a plethora of theories and approaches, a situation that has given rise to epistemological crises arising from history, methods and principles relating to Translation.¹⁷ The use of translation is very significant toward other subjects. It can transfer the words naturally in the subject that has been studied.

2. The Process of Translation

The process of translation is the act to translate the expression in the speech or written text. During the process of translation, the focus is not to the meaning of word but the other aspects must be noticed. The aspects may be the context of object or the who is reading or hearing this translation. In Weick's terms, the process of translation might be reformulated as translate, edit, sublimate¹⁸ :

1. Translate: act; jump into the text feet first; translate intuitively.
2. Edit: think about what you've done; test your intuitive responses against everything you know; but edit intuitively too, allowing an intuitive first

¹⁷ Kolawole, "Interdisciplinarity in Language, Linguistics and Translation," 9 (September, 2013), 9.

¹⁸ Douglass Robinson, *Becoming a Translator. An Introduction to the Theory and Practice of Translation* (London and New York : Routledge, 1997), 90.

translation to challenge (even successfully) a well-reasoned principle that you believe in deeply; let yourself feel the tension between intuitive certainty and cognitive doubt, and don't automatically choose one over the other; use the act—response—adjustment cycle rather than rigid rules.

3. Sublimate: internalize what you've learned through this give-and-take process for later use; make it second nature; make it part of your intuitive repertoire; but sublimate it flexibly, as a directionality that can be redirected in conflictual circumstances; never, however, let subliminal patterns bind your flexibility; always be ready if needed "to doubt, argue, contradict, disbelieve, counter, challenge, question, vacillate, and even act hypocritically (be willing to break your own rules).

Based on the steps above, the processes of translation needs three action. First, the translator begin by translating the contexts spontaneously and does not think the appropriate for the readers. The second, the translator reads and examines for what he/she has written. If any written text that is not appropriate according to him/her, the translator uses his/her intuitive but still keep on the TL systems/rules. The last, as the translator, he or she must not worry if the translation is not satisfactory for the public readers.

3. Types of Translation

The structuralist Roman Jakobson (1959) maintains that there are three kinds of translation, that is, **intralingual** (rewording or paraphrasing within

one language), **interlingual** (rewording or paraphrasing between two languages), and **intersemiotic** (rewording or paraphrasing between sign systems). It is interlingual translation that has been the focus of translation studies.¹⁹

Intersemiotic translation, for example, occurs when a written text is translated into a different mode, such as music, film or painting. Intralingual translation would occur when we produce a summary or otherwise rewrite a text in the same language, say a children's version of an encyclopedia. It also occurs when we rephrase an expression in the same language. In the following example, revenue nearly tripled is a kind of intralingual translation of the first part of the sentence, a fact that is highlighted by the trigger expression in other words. Interlingual translation, between two different verbal sign systems, that has been the traditional focus of translation studies.²⁰

4. Level of Translation Shift

Shift of level means that a SL item at one linguistic level has a TL translation equivalent at a different level. We have already pointed out that translation between the levels of phonology and graphology or between either of these levels and the levels of grammar and lexis is impossible. Translation between these levels is absolutely ruled out by our theory, which posits

¹⁹ Despoina panou, "Equivalence in translation theories : A critical Evaluation," 1 (January, 2013), 2.

²⁰ Jeremy Munday, *Introducing translation studies : Theories and Applications* (London : Routledge, 2001), 5.

‘relationship to the same substance’ as the necessary condition of translation equivalence. We are left, then, with shifts from grammar to lexis and vice-versa as the only possible level shifts in translation and such shifts are, of course, quite common.²¹ See the example below :

SL : He **was watching** TV when I arrived

TL : Dia **tadi sedang menonton** TV ketika aku tiba

“He was watching TV When I arrived” is translated into Indonesian “Dia tadi sedang menonton TV ketika saya tiba.” Grammatically, it is past continues tense with **“to be past +V-ing”** and is translated into Indonesian **“tadi sedang”** in which the verb ‘was’ is substituted with **“tadi”** while **‘the verb +ing’** is substituted with lexion **“sedang.”**

5. Category of Translation Shifts

According to Catford, there are two major types of shifts: level shifts and category shifts. Level shifts are shifts between grammar and lexis, e. g. the translation of verbal aspect by means of an adverb or vice versa. Category shifts are further subdivided into structure shifts (e. g. a change in clause structure), class shifts (e. g. a change in word class), unit shifts (e. g. translating a phrase with a clause), and intra-system shifts (e. g. a change in number even though the languages have the same number system). One of the problems with Catford’s approach is that it relies heavily on the structuralist

²¹ Catford, A Linguistic Theory of Translation, 73.

notion of system and thus presupposes that it is feasible – or indeed possible – to determine and compare the valeurs of any two given linguistic items. His account remains theoretic and, at least to my knowledge, has never been applied to any actual translations, not even by himself.²² The definition of category shifts according to Catford is departure of formal correspondence in translation.²³

a. Structure Shift

A structure is defined as the patterned way in which a unit is made up of lower-rank units. A structure shift thus occurs when the target structure contains different classes of elements or else when it contains the same classes of elements, but arranges them differently. According to Catford (1965: 77), structure shifts are the most frequent among the category shifts. As an example, Catford presents the translation of an English clause consisting of the elements subject, predicate, and complement, into a Gaelic clause that is composed of the elements predicate, subject, complement, and adjunct.²⁴ It means that structure shift functions as the change of word in sequence of sentence. In Indonesian language, it can be seen in the following example :

SL : My dictionary

TL : Kamusku

²² Lea Cyrus, "Building a Resource for Studying Translation Shifts," 1240.

²³ Catford, *A Linguistic Theory of Translation*, 76.

²⁴ Lea Cyrus, "Old Concepts, New Ideas : Approaches to Translation Shifts," 91.

“This is my dictionary” in Indonesian to be “Ini adalah kamusku.” The word dictionary in source language change the position into head position “kamus” before “ku.” In the context above, we can see the structure shift. In English the possessive word (my) precedes the noun (dictionary), While in Indonesian the possessive word (ku) follows the noun (kamus).

b. Class Shift

Class shift following Halliday, we define a class as ‘that grouping of member of a given unit which is defined by operation in the structure of the unit. It, then occurs, when the translation equivalent of a SL item as a member of a different class from the original item.’²⁵ Class shift occurs a class in SL is different class in TL. For example :

SL : That woman is **in doubt**

TL : Wanita itu **ragu-ragu**

“That woman is in “doubt” in Indonesian to be “wanita itu “ragu-ragu.” In the sentence above, in doubt is a noun, while ragu-ragu in Indonesian is verb.

c. Unit Shift

A unit is defined as “a stretch of language activity which is the carrier of a pattern of a particular kind” (Catford 1965: 5). Units are organised hierarchically on a rank scale, with each unit being composed of a specific

²⁵ Catford, A Linguistic Theory of Translation, 78.

pattern of units that are (normally) lower in rank. The grammatical rank scale consists of the units sentence, clause, group, word, and morpheme. Consequently, a unit shift occurs when textual equivalents are located on different ranks, as is e.g. the case when a clause is translated as a group.²⁶

Unit shift is changes of rank, that is departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is unit at a different rank in the TL.²⁷ For example below :

SL : Your good friend

TL : Temanmu yang baik

“Your good friend” translated in Indonesian to be “temanmu yang baik.” In the sentences above, “your good friend” is a phrase form, whereas “Temanmu yang baik” is a clause one.

Further, Unit shift can be divided into two types those are upward unit shift and downward unit shift. Upward unit shift occurs when there is a change from lower rank into higher rank. Meanwhile, downward unit shift occurs when there is a change from higher range into lower rank. For clarity, see the examples below:

Upward unit shift

Word into phrase/group

SL : Daughter

²⁶ Lea Cyrus, “Old Concepts, New Ideas : Approaches to Translation Shifts,” 91.

²⁷ Catford, A Linguistic Theory of Translation, 79.

TL : Anak perempuan

In the source language, word “daughter” is translated into phrase “anak perempuan” in the target language. In this unit shift, a lower level (word) becomes higher level (phrase/group).

Phrase into Clause

SL : I have to shut my lips. **Keep a secret.**

TL : Aku tidak bisa memberitahumu lagi karena **aku harus menjaga rahasia.**

In this source language, a phrase ‘**keep a secret**’ is translated into a clause “**aku harus menjaga rahasia.**” In this case, lower level (phrase) is transferred into higher level (clause).

Clause into sentence

SL : **I run from a dog and see the man in front of my house**

TL : **Aku mulai berlari dari kejaran anjing. Aku melihat laki-laki di depan rumahku.**

In the source language, there is a clause. The clause contains independent and dependent clause “**I run from a dog and see the man in front of my house**” is translated into a sentence “**Aku mulai berlari dari kejaran anjing. Aku melihat laki-laki di depan rumahku.**” The lower level (clause) becomes the higher level (sentence).

Downward unit shift

Clause into phrase/group

SL : I must see the premier show of civil war film soon because **I can't wait**

TL : Aku harus segera melihat pemutaran perdana film civil war.

Tak bisa menunggu.

In the source language, a clause "**I can't wait**" is translated into a phrase "**tak bisa menunggu.**" The higher level (clause) becomes the lower level (Phrase).

Phrase into word

SL : Real madrid **beats down** Atlectico in champion league final.

TL : Real madrid **mengalahkan** Atletico in Champion league final.

in the source language, a phrase "**beats down**" is translated into a word "**mengalahkan.**" The higher level (phrase) becomes the lower level (word).

d. Intra – System Shift

In Catford's theory, the concept of system has a more restricted meaning that in other structuralist approaches, where it usually refers to the relations that hold within a language in its entirety. Here, the term is used for "a finite set of alternants, among which a choice must be made" (Catford 1965: 7), for example the system of pronouns or of number. An intra-system

shift occurs when the two languages have a formally correspondent system, but choose a non-corresponding item as translation equivalents.²⁸

Intra-system shift according to Catford is a departure from formal correspondence in which (a term operating in) one system in SL has as its translation equivalent (a term operating in) a different – non-corresponding – system in the TL.²⁹ For example below :

SL : Many buildings

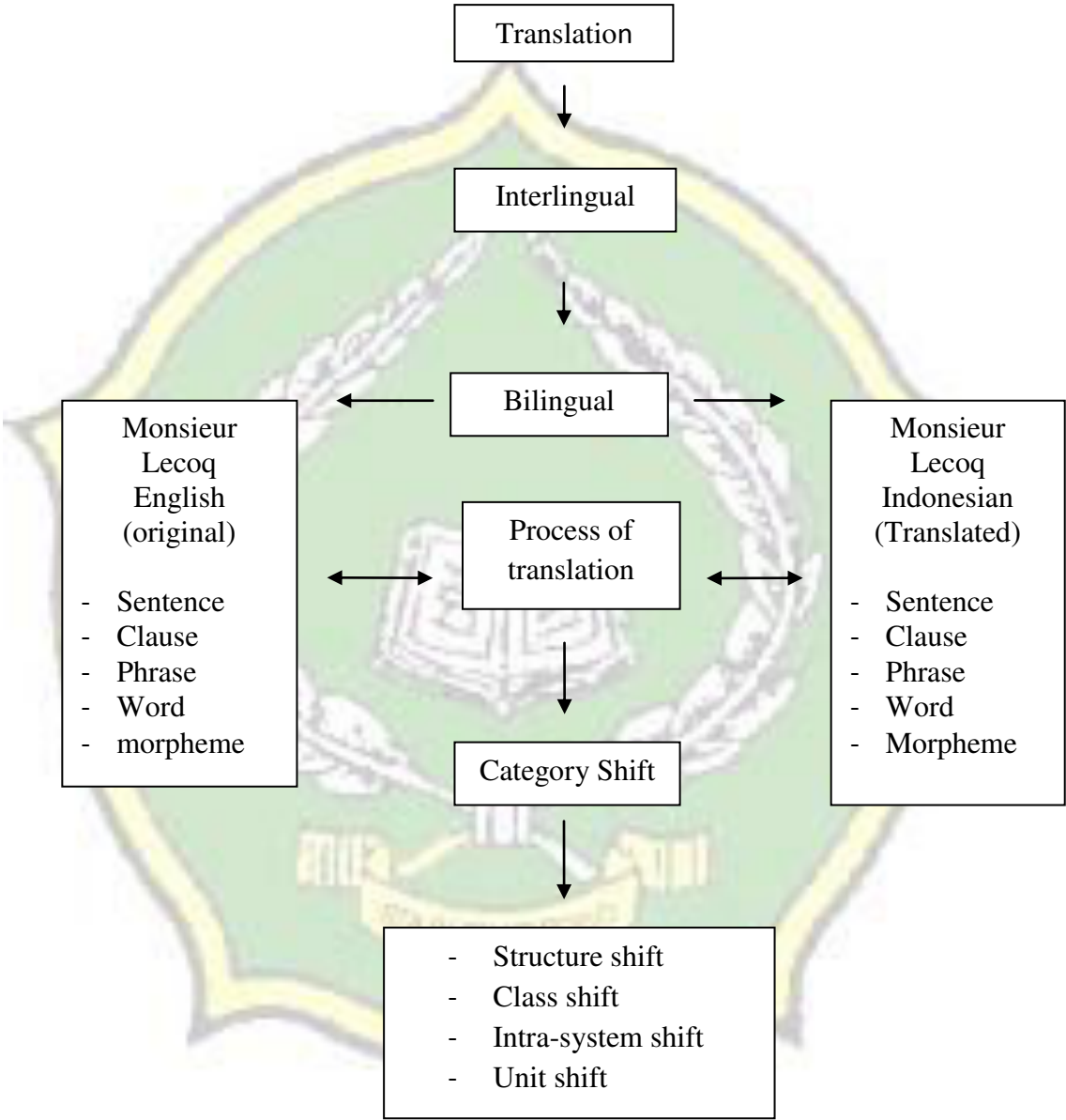
TL : Banyak gedung

“Many buildings” in Indonesian to be “banyak gedung.” From the texts above, “**buildings**” is the plural, while “**gedung**” is singular. The function of determiner in English is different to Indonesian.

²⁸ Lea Cyrus, “Old Concepts, New Ideas : Approaches to Translation Shifts,” 91.

²⁹ Catford, A Linguistic Theory of Translation, 79.

6. Analytical Construct



B. Novel

1. The Definition of the Novel

A novel is a long narrative, normally in prose, which describes fictional characters and events, usually in the form of a sequential story. Novel can be read during 2 hours for 1 time read. It is different from short story.

A novel is a long, fictional narrative which describes intimate human experiences. The novel in the modern era usually makes use of a literary prose style, and the development of the prose novel at this time was encouraged by innovations in printing, and the introduction of cheap paper, in the 15th century. The present English (and Spanish) word for a long work of prose fiction derives from the Italian novella for “new”, “news”, or “short story of something new”, itself from the Latin novella, a singular noun use of the neuter plural of novellus, diminutive of novus, meaning new. Most European language have preserved the term “romance” (as in French, Dutch, Russian, Serbo-Croatian, Romanian, Danish, Swedish, and Norwegian “roman”; German “Roman”; Portuguese “romance” and Italian “romanzo”) for extended narratives.³⁰

³⁰ http://en.m.wikipedia.org/wiki/Novel?_e_pi=7%2CPAGE_ID10%2C2685992099.

2. Types of the Novel

According to Jeremy Hawthorn, novel can be divided into fifteen types.³¹ Every novel has something creative and unique in itself, every novel challenges the expectations and assumptions of readers to a certain extent.

a. The picaresque novel is built on the tradition of the sixteenth-century Spanish picaresque narrative, which typically portrayed a sharp-witted rogue living off his wits while traveling through a variety of usually low-life settings.

b. An epistolary novel is told through letters ('epistles') exchanged between different characters.

c. Historical novel suggest the historical novel sets its events characters in a well-defined historical context, and it may include both fictional and real characters.

d. The regional novel involves an especial focus of attention on to the life of a particular, well-defined geographical region.

³¹ Jeremy Hawthorn, *Studying the Novel* (Great Britain : A division of Hodder and Stoughton, 1985), 12.

- e. **Satirical novel** does not have to be either in prose or to be fictional, although there is a sense in which the exxageration upon which it typically depends necessarily involves a certain amount of fictive imagining.
- f. **The Bildungsroman** is now generally used in English to denote that sort of novel which concentrates upon one character's development from early youth to some sort of maturity.
- g. **The roman à clef** is the sort of novel that can be 'unlocked' given the right 'key' – in other words one which refer to real people, places or events in disguised form so that once one realizes what the work is about the hidden references all become apparent.
- h. **The roman à thèse** has, as the term suggests, a particular thesis or argument underlying it. It is typically a novel concerned to encourage social refrom, or the correction of a particular abuse or wrong.
- i. **Gothic** fiction is a style of writing that is characterized by elements of fear, horror, death, gloom³².
- j. **The roman-fleuve** denotes a series of sequence of novels which can be read and appreciate individually but which deal with recuring characters and/or common events and which form a sequence or which complement one another.

³² <http://study.com/academy/lesson/gothic-fiction-definition-characteristics-authors.html>

k. The roman feuilleton is a novel that is published in installments in unabridged form by a daily newspaper. The method of publication is unusual today, but was more common in the nineteenth century.

l. Science fiction is very much a flourishing and still developing genre, and for that reason it is more difficult to define. Some definitions link it with fantastic literature, and the two are clearly closely related.

m. The nouveau roman is a comparatively recent development stemming from France in which the accepted conventions of fictional composition are deliberately distorted or flouted in order to disorient the reader and to achieve a different sort of effect.

n. Metafiction is, literally, fiction about fiction – normally denoting the sort of novel or short story which deliberately breaks fictive illusions and comments directly upon its own fictive nature or process of composition.

o. faction comes from the American author Truman Capote and is a portmanteau word (= fact + fiction) to refer to novels such as his own *In Cold Blood* (1966).

3. Monsieur Lecoq

Monsieur Lecoq is the creation of Emile Gaboriau, a 19th-century French writer and journalist. Monsieur Lecoq is a fictional detective employed

by the French surete. The character is one of the pioneers of the genre and a major influence on Sherlock Holmes (who, in *A Study in Scarlet* calls him “a miserable bungler”) laying the groundwork for the methodical, scientifically minded detective. In French, “Monsieur” is “Mister” and his surname literally means “The Rooster”.

In the person of armchair detective Tabaret, nicknamed Pere Tireauclair, (lit. Father Bringer of Light, or “Old man Brings-to-light”), a title Lecoq himself will eventually inherit, Gaboriau also created an older mentor for Lecoq who, like Mycroft Holmes and Nero Wolfe, helps the hero solve particularly challenging puzzle while remaining largely inactive physically. In Tabaret’s case, aid is dispensed from the comfort of this bed.

One inspiration for the character of Monsieur Lecoq came from a certain Eugene Francois Vidocq, a real life criminal who later became a policeman and eventually the first director of the Surete. Another influence was a character named Monsieur Lecoq, who appeared in *Les Habits Noirs*, written by Paul Feval, pere who had been Gaboriau’s employer in 1862.³³

³³ http://en.m.wikipedia.org/wiki/Monsieur_Lecoq?e_pi=7%2CPAGE_ID10%2C5673974238

C. Direct Speech

According to Betty Schramper Azar, direct speech or quoted speech refers to reproducing words exactly as they were originally spoken.³⁴

For examples :

1. Darshil said, "I am a very clever boy."
2. "My brother is a student. He is attending a university," she said
3. She asked, "When will you be here?"
4. "When will you be here?" she asked.
5. She said, "Watch out!"

From the examples above, Betty also explains the characteristics of quoted speech³⁵.

- a. Use a comma after **Darshil said**. Capitalize the first word of the quoted sentence. Put the final quotation marks outside of the period at the end of the sentence.
- b. Use a comma, not a period, at the end of the quoted sentence when it precedes **Darshil said**.
- c. If the quoted sentence is divided by **Darshil said**, use a comma after the first part of the quote. Do not capitalize the first word of the second half of the quoted sentence.

³⁴ Betty Schramper Azar, *Understanding and Using English Grammar*, Second Edition (United States of America: Prentice Hall Regents 1989), 273.

³⁵ Ibid.

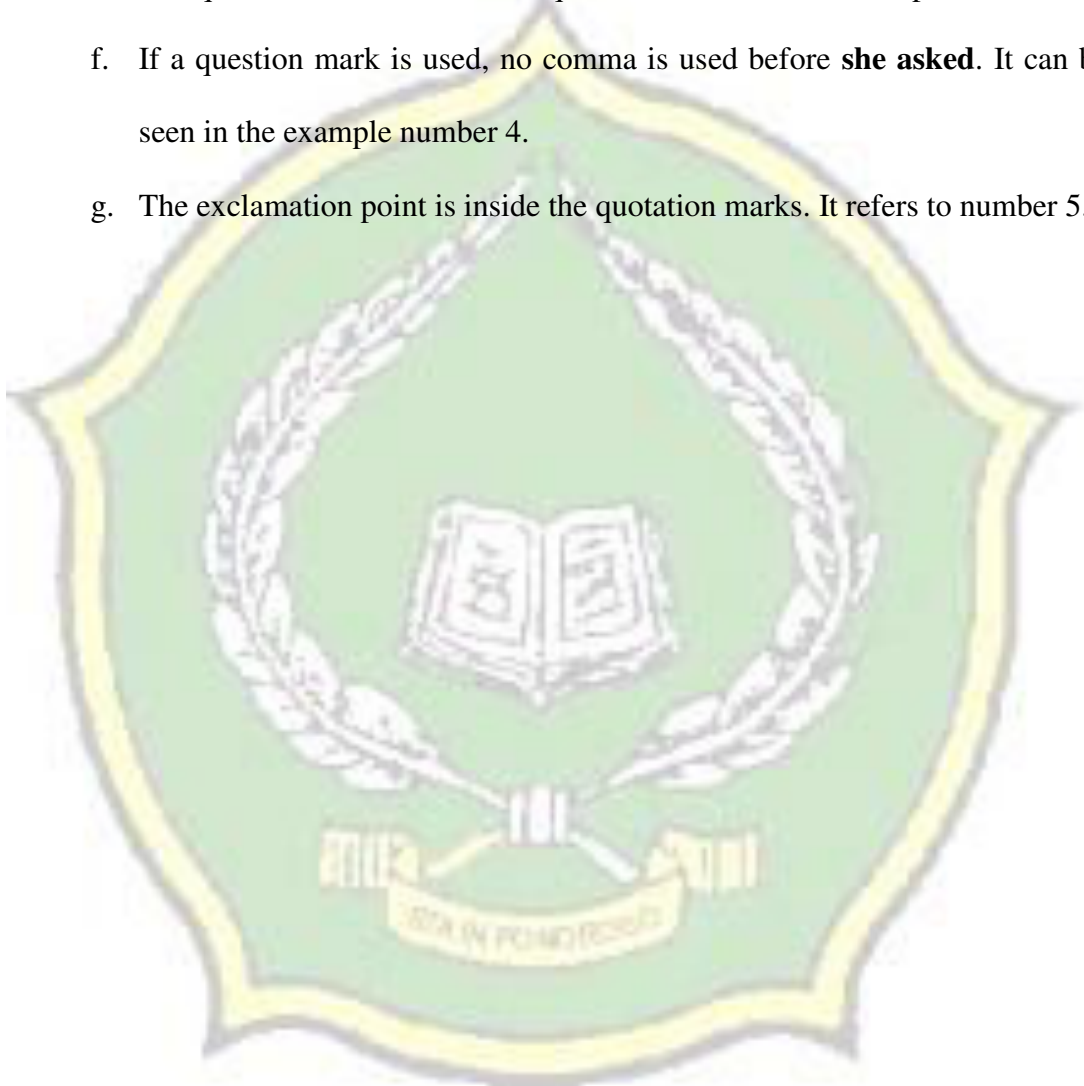
d. Quotation marks are placed at the beginning and end of the complete quote.

Notice: there are no quotation marks after the word **student** in the example number 2.

e. The question mark is inside the quotation marks in the example number 3.

f. If a question mark is used, no comma is used before **she asked**. It can be seen in the example number 4.

g. The exclamation point is inside the quotation marks. It refers to number 5.



CHAPTER III

FINDING AND DISCUSSION

In this chapter, the writer wants to explain the category shifts from the data of Monsieur Lecoq clearly and briefly.

A. Finding

After analyzed the data, the researcher found the results about kinds of category shift in the novel of Monsieur Lecoq. The kinds of category shift including structure shift, class shift, unit shift and intra-system shifts. The detail of category shift of direct speech can be proven in table 1 below :

No.	Category Shifts	Frequency	Percentage
1.	Structure Shift	1568	60,37%
2.	Class Shift	80	3,08%
3.	Intra-System Shift	508	19,56%
4.	Unit Shift	441	16,98%
	(Upward/Downward)	(188/253)	(42,63%/57,36%)
Total		2597	100 %

Table 1 : Data of Category Shifts

From the table above, The researcher used category shift in direct speech of Monsieur Lecoq Novel. The direct speech which used for category shift were 1044 direct speech. the category shift appears 2597 times and it divided into four parts. The number one is structure shift. The structure shift appears 1568 times in Monsieur Lecoq novel. In percentage, the structure is 60,37%. Forward to second number, the class shift appears 80 times in the direct speech of Monsieur Lecoq. Class shift is 3,08% in percentage. The third number, there is a intra-sytem shift which appears 508 times in the novels. In percentage, there is 19,56% of intra-system shift. The number four, there is unit shift that appears 441 times in the novel. In the percentage there is 16,98%. Unit shift contains upward (188/42,63%) and downward (253/57,36%)

B. Discussion

1. The Types of Category Shift on the Direct Speech of Monsieur Lecoq Novel Translation.

Monsieur Lecoq novel contains the four category shifts in way of direct speech. The languages used are from English into Indonesian. The first category is strucure shift. A structure shift occurs when the target structure contains different classes of elements or else when it contains the same classes of elements, but arranges them differently.³⁶ Structure shift is the different position of words in a

³⁶ Lea Cyrus, "Old Concepts, New Ideas : Approaches to Translation Shifts," 91.

sentence or clause between two different language. The second category is class shift. It occurs when the translation equivalent of a SL item as a member of a different class from the original item.³⁷ Class shift changes the class word into other. Class shift occurs because the first class in the source language can't be understood well in the target language. Therefore the second class which is different from first one hopefully can make the the word become understandable and acceptance in target language. A word that usually used in class shift. Sometimes, more than one occurs when the class of noun accompanied by preposition.

The third category is intra-system shift. Intra-system shift according to catford is a departure from formal correspondence in which (a term operating in) one system in SL has as its translation equivalent (a term operating in) a different – non-corresponding – system in the TL.³⁸ The system of language in the whole world is not similar. The system which proposed is internal of each language. Intra-system shift exists in the aim to analyze the system at least between two languages. System also happens because there is culture of language. Culture is the habitual in a group of people in daily life. The last category is unit shift. A unit shift occurs when textual equivalents are located on different ranks, as is e.g. the

³⁷ Catford, A Linguistic Theory of Translation, 78.

³⁸ Ibid, 79.

case when a clause is translated as a group.³⁹ It occurs when the unit like sentence unit in source language is different unit like clause unit in target language.

a. Structure Shift

The structure shift in *Monsieur Lecoq* novel occurs in sentence, clause, phrase of direct speech. The structure shift changes from English into Indonesian translation. In the following table, there are some structure shifts in *Monsieur Lecoq*.

No.	Source Language (English)	Target Language (Indonesian)
1.	"I will prepare lodging for our guests... " (pg. 1)	"Aku akan menyiapkan tempat untuk tamu-tamu kita. " (pg.4)
2.	"don't you know Mother Chupin's drinking-shop there on the right. Run."(pg. 2)	"apa?! Tak tahukah kalian bahwa kedai minum Madame Chupin berada tepat dikanan sana. Lari!" (pg. 8)
3.	" very good! Ah! you have a talent for your business, and you will do well if ever an opportunity—"(pg.5)	" Bagus sekali! Ah! Kau punya bakat di bidang ini dan kau akan melakukannya dengan baik jika ada..." (pg. 12)
4.	"but he can not live more than two minutes. Poor devil! ² he will say nothing."(pg. 6)	"tapi umunya tak lebih dari dua menit lagi. Setan yang malang! Dia takkan mengatakan apa-apa!" (pg. 15-16)
5.	"Yes, I understand. Seeing him attired in a military coat , you supposed—"(pg. 6)	"Ya, saya mengerti. Pasti karena dia memakai mantel militer.... "(pg. 16)

Table 2 : Structure Shift

1) SL = "I will prepare lodging for **our guests...**" (pg. 1)

TL = "Aku akan menyiapkan tempat untuk **tamu-tamu kita.**" (pg.4)

³⁹ Lea Cyrus, "Old Concepts, New Ideas : Approaches to Translation Shifts," 91.

In this example, there is change of structure shift. The words **our guests** means **tamu-tamu kita**. In Indonesian or target language the word **our** change its position after **guests**. If the grammatical system of the source language applied in target language in the expression of **our guests**, the meaning of them become **kita tamu-tamu**. This structure is not acceptable in the target language. Therefore, the structure shift occurs to get the meaning acceptable in the target language.

2) SL = "don't you know **Mother Chupin's drinking-shop** there on the right. Run."(pg. 2)

TL = "apa?! Tak tahukah kalian bahwa **kedai minum Madame Chupin** berada tepat dikanan sana. Lari!" (pg. 8)

In this example, there is change of structure shift. The words **Mother Chupin's drinking-shop** means **kedai minum Madame Chupin**. In Indonesian or target language the word **shop** change its position before **Mother Chupin's drinking**. If the grammatical system of the source language applied in target language in the expression of **Mother Chupin's drinking-shop**, the meaning of them become **Madame Chupin minum kedai**. This structure is not acceptable in the target language. Therefore, the structure shift occurs to get the meaning acceptable in the target language.

3) SL = "**very good!** Ah! you have a talent for your business, and you will do well if ever an opportunity—"(pg.5)

TL = "**Bagus sekali!** Ah! Kau punya bakat di bidang ini dan kau akan melakukannya dengan baik jika ada..." (pg. 12)

In the example, there is change of structure shift. The words **very good!**, in the target language the modifier **very** change its position after good. The meaning is **bagus sekali**. If the grammatical system in source language applied in target language, the expression is not acceptable. For example, very good becomes **sekali bagus**. But this form is permitted if the meaning of word changes. The meaning is sangat bagus. Therefore, the structure shift occurs to get the meaning acceptable in the target language.

4) SL = "but he can not live more than two minutes. **Poor devil!** he will say nothing."(pg. 6)

TL = "tapi umunya tak lebih dari dua menit lagi. **Setan yang malang!**

Dia takkan mengatakan apa-apa!" (pg. 15-16)

In the example, there is change of structure shift. The words **poor devil!**, In the target language the modifier **poor** change its position after **devil**. The meaning is **setan yang malang**. If the grammatical system in source language applied in target language, the expression is not acceptable. For example, **poor devil** becomes **malang setan**.. Therefore, the structure shift occurs to get the meaning acceptable in the target language.

5) SL = "Yes, I understand. Seeing him attired in a **military coat**, you supposed—..."(pg. 6)

TL = "Ya, saya mengerti. Pasti karena dia memakai **mantel militer**...."(pg.

16)

In the example, there is change of structure shift. The words **military coat**, In the target language the modifier **military** change its position after **coat**. The meaning is **mantel militer**. If the grammatical system in source language applied in target language, the expression is not acceptable. For example, **military coat** becomes **militer mantel**. Therefore, the structure shift occurs to get the meaning acceptable in the target language.

b. Class Shift

The class shift in the Monsieur Lecoq occurs in the different class between the source language and target language. The followings are the table of class shift taken from Monsieur Lecoq in direct speech.

No.	Source Language (English)	Target Language (Indonesian)
1.	"... Leave them in the same position until the arrival of the public prosecutor, and let us look at the other one."(pg. 5)	"... Jangan pindahkan mayat mereka sampai jaksa penuntut datang , mari kita lihat korban yang lain." (pg. 13)
2.	"We had reached the point where the women made their appearance ," (pg. 23)	"Kita telah sampai di titik tempat para perempuan itu muncul ," (pg. 54)
3.	"Is he a prince in disguise , or only a marquis?"(pg. 62)	"Apakah dia pangeran yang menyamar atau hanya seorang marquis?"(pg. 150)
4.	"I hope so, I am sure—but that is for the magistrate to decide ..."(pg. 53)	"Kuharap begitu, aku yakin-tapi itu adalah keputusan hakim..."(pg. 127)
5.	"Ah! and how were they dressed ?"(pg. 65)	"Ah! Dan seperti apakah pakaian mereka?"(pg. 157)
6.	"this affair emerges from the mystery that has enshrouded it....." (pg. 141)	"Kasus ini berhasil keluar dari kabut misteri....."(pg. 349)
7.	"...Take your child with you, if you like; but make haste; come, come quickly !"(pg. 128)	"...Bawa anak anda, kalau anda mau, tapi bergegaslah. Ayo, ayo cepat !" (pg. 316)
8.	" ...In the second place, how does it happen, if you possess such clothing as	"... Pertanyaan kedua, kenapa anda berpakaian begitu buruk kalau anda memiliki pakaian

	you describe, that you are so poorly dressed?"(pg. 95)	seperti yang anda jelaskan?"(pg. 233)
9.	"The girl who was neatly dressed, the one who—" (pg. 65)	"Yang berpakaian bagus ..."(pg. 157)
10.	"Still that Russian princess ," (pg. 137)	"Masih saja putri Rusia ,"(pg. 339)
11.	"I was a fool ," (pg. 99)	"Saya memang bodoh ,"(pg. 243)
12.	"He was a tall , rather corpulent man, with a ruddy complexion, and white whiskers..."(pg. 173)	"Tubuhnya tinggi , sedikit gemuk, muka merah ² , dan kumis putih..."(pg. 429)

Table 3 : Class Shift

1. Class Shift Occurs from Noun Class into Verb Class

1) SL = "... Leave them in the same position until **the arrival** of the public prosecutor, and let us look at the other one."(pg. 5)

TL = "... Jangan pindahkan mayat mereka sampai jaksa penuntut **datang**, mari kita lihat korban yang lain." (pg. 13)

In the example above, the class shift occurs from source language into target language. The bold words in each direct speech is class shift. In the source language, the expression of **the arrival** is noun class. The noun class shifts into verb class in the target language. It happens because the writer make the meaning of the source language becomes acceptable in a context of target language. Therefore the meaning of the arrival is not kedatangan but **datang**.

2) SL = "We had reached the point where the women made their **appearance**," (pg. 23)

TL = “Kita telah sampai di titik tempat para perempuan itu **muncul**,”

(pg. 54)

In the example above, there are two sentences in different language. The source language (SL) is English while the target language (TL) is Indonesian. The sentences consist of class shift in the bold types in each language. The word **appearance** belongs to noun class. It shifts into verb class in the expression of **muncul**. If the writer use the noun class, the expression of the whole sentence also change. The writer choose the verb class in order to get the meaning more attractive to the readers.

3) SL = "Is he a prince **in disguise**, or only a marquis?"(pg. 62)

TL= “Apakah dia pangeran yang **menyamar** atau hanya seorang marquis ? ” (pg. 150)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of class shift in the bold types in each language. The words **in disguise** is the noun class. It shifts into verb class in the expression of **menyamar**. If the writer use noun class in the target language, the word menyamar must be added the morpheme in Indonesian. For example is pen- yamaran.

2. Class Shift Occurs from Verb Class into Noun Class.

4) SL = "I hope so, I am sure—but that is for the magistrate to **decide**..."(pg. 53)

TL = "Kuharap begitu, aku yakin-tapi itu adalah **keputusan** hakim..."(pg. 127)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of class shift in the bold types in each language. The words **decide** is the verb class. It shifts into noun class in the expression of **keputusan**. If the writer use verb class in the target language, the word keputusan change to be memutuskan and the whole expression is not change.

5) SL = "Ah! and how were they **dressed**?"(pg. 65)

TL = "Ah! Dan seperti apakah **pakaian** mereka?"(pg. 157)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of class shift in the bold types in each language. The words **dressed** is the verb class. It shifts into noun class in the expression of **pakaian**. If the writer use verb class in the target language, the word pakaian is added

morpheme ber- in Indonesian. So, the word becomes berpakaian. The word mereka is placed before berpakaian.

6) SL = "this affair emerges from the mystery that has **enshrouded** it...." (pg. 141)

TL = "Kasus ini berhasil keluar dari **kabut** misteri...." (pg. 349)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of class shift in the bold types in each language. The word **enshrouded** is the verb class. It shifts into noun class in the expression of **kabut**. If the writer use verb class in the target language, the word kabut is change into menyelimuti or menutupi. And the whole sentence is change.

3. Class Shift Occurs from Adverb Class into Adjective Class.

7) SL = "...Take your child with you, if you like; but make haste; come, come **quickly**!" (pg. 128)

TL = "...Bawa anak anda, kalau anda mau, tapi bergegaslah. Ayo, ayo **cepat**!" (pg. 316)

In the example above, there are two imperative sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The imperative sentences consist of class shift in the bold types in

each language. The word **quickly** is the adverb class. It shifts into adjective class in the word of **cepat**. If the writer use adverb class in the target language, the word **cepat** is only added with the word **dengan** in the target language.

8) SL = " ...In the second place, how does it happen, if you possess such clothing as you describe, that you are so **poorly** dressed?"(pg. 95)

TL = "... Pertanyaan kedua, kenapa anda berpakaian begitu **buruk** kalau anda memiliki pakaian seperti yang anda jelaskan?"(pg. 233)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of class shift in the bold types in each language. The word **poorly** is the adverb class. It shifts into adjective class in the word of **buruk**. If the writer use adverb class in the target language, the word **buruk** is only added with the word **dengan** in the target language.

9) SL = "The girl who was **neatly** dressed, the one who—" (pg. 65)

TL = "Yang berpakaian **bagus**..."(pg. 157)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of class shift in the bold types in each language. The word **neatly** is the adverb class. It shifts into adjective class in the word of **bagus**. If the writer

use adverb class in the target language, the word *buruk* is only added with the word **dengan** in the target language.

4. Class Shift Occurs from Adjective Class into Noun Class or Conversely.

10) SL = "Still that **Russian princess**," (pg. 137)

TL = "Masih saja **putri Rusia**,"(pg. 339)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of class shift in the bold types in each language. The word **Russian** is the adjective class. It shifts into noun class in the word of **Rusia**. The position in source language is as modifier and the modifier of the noun roled as adjective.

11) SL = "I was **a fool**," (pg. 99)

TL = "Saya memang **bodoh**,"(pg. 243)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of class shift in the bold types in each language. The words **a fool** are the noun class. They shift into adjective class in the word of **bodoh**. In the source language, the words a fool actualy is adjective. It transforms to noun because sometimes the grammar ruler in adjective can function as noun.

12) SL = "He was **a tall**, rather corpulent man, with a ruddy complexion, and white whiskers..."(pg. 173)

TL = "Tubuhnya **tinggi**, sedikit gemuk, muka merah², dan kumis putih..."(pg. 429)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of class shift in the bold types in each language. The words **a tall** are the noun class. They shift into adjective class in the word of **tinggi**. In the source language, the word a tall actualy is adjective. It transforms to noun because sometimes the ruler in adjective can function as noun.

c. Intra – System Shift

In Monsieur Lecoq novel, the intra – system shift occurs when the system of word in source language is plural become singular when the system of in the target laguage. Following are the table of intra-system shift in the Monsieur Lecoq novel.

No.	Source Language (English)	Target Language (Indonesian)
1.	"..... It is almost five feet five inches in height, consequently a man who could rest his elbow upon it must be at least six feet high.(pg. 25)	".... Tingginya sekitar lima kaki lima inchi, dan bagi seorang laki-laki untuk bisa bersandar di sana, tinggi badanya setidaknya haruslah enam kaki ."(pg. 60)
2.	"And why, pray? Only ten minutes ago you were as gay as a lark."(pg. 29)	"Kenapa? Sepuluh menit lalu kau begitu gembira dan penuh kelakar."(pg. 70)
3.	"....and that he has confined himself to his room for a couple of months to give a semblance of truth to a falsehood?"(pg. 201)	"...dan tindakannya mengurung diri di kamar selama beberapa bulan adalah untuk menyembunyikan sebuah kebenaran?" (pg. 499)

4.	"... You should have known that it could only have been deposited with Madame Milner by the accomplice, and that all its contents must have been purchased for the occasion."(pg. 204)	"... kau harusnya tahu bahwa koper itu pasti diberikan ke Madam Milner oleh sang kaki tangan dan bahwa isi koper itu pasti dibeli khusus untuk peristiwa ini,"(pg. 508)
5.	".....but I see that my blunders can be repaired. What I neglected to do, I can do now; there is still time....."(pg. 205)	"...bahwa kesalahanku tidak dapat diperbaiki. Apa yang kulewatkan, kini masih bisa kuperbaiki dan lakukan, masih ada waktu...." (pg. 510)
6.	Has the Widow Chupin been brought here, in compliance with my orders ?"(pg. 75)	"Apakah janda Chupin sudah dibawa ke sini sesuai perintah saya?"(pg. 180)
7.	"... And if you find anything that I have not seen, I will allow you to buy me a pair of spectacles ."(pg.9)	"...Dan jika kau menemukan apa pun yang kulewati, silahkan kau boleh membelikan kacamata untukku."(pg. 22)
8.	"He was tall and stout, with full ruddy cheeks, a pair of white whiskers, small eyes , a broad flat nose, and a good-natured, jovial manner."(pg. 52)	"Dia tinggi dan kekar, dengan pipi penuh kemerahan, berjanggut putih, mata kecil, hidung yang datar dan lebar, dan tabiat yang baik dan periang."(pg. 124)

Table 4 : Intra-System Shift

1. Intra-System Shift Occurs when the Determiner of Plural Precede the Noun.

1) SL = "..... It is almost five feet five inches in height, consequently a man who could rest his elbow upon it must be at least **six feet** high.(pg. 25)

TL = "... Tingginya sekitar lima kaki lima inchi, dan bagi seorang laki-laki untuk bisa bersandar di sana, tinggi badanya setidaknya haruslah **enam kaki**."(pg. 60)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of intra-system shift in the bold types in each language. The

words **six feet** are the plural word. They shift into singular word in the expressions of **enam kaki**. If the expression applied in the source language, the meaning of six feet become enam kaki-kaki. This expression is not acceptable in the system of target language. Take a note, there is a determiner before a noun.

2) SL = "And why, pray? Only **ten minutes** ago you were as gay as a lark."(pg. 29)

TL = "Kenapa? **Sepuluh menit** lalu kau begitu gembira dan penuh kelakar."(pg. 70)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of intra-system shift in the bold types in each language. The words **ten minutes** are the plural word. They shift into singular word in the expression of **sepuluh menit**. If the expression applied in the source language, the meaning of ten minutes become sepuluh menit-menit. This expression is not acceptable in the system of target language. Take a note, there is a determiner before a noun.

3) SL = "...and that he has confined himself to his room for a **couple of months** to give a semblance of truth to a falsehood?"(pg. 201)

TL = “...dan tindakannya mengurung diri di kamar selama **beberapa bulan** adalah untuk menyembunyikan sebuah kebenaran?” (pg. 499)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of intra-system shift in the bold types in each language. The words **couple of months** are the plural word. They shift into singular word in the words of **beberapa bulan**. If the expression applied in the source language, the meaning of ten minutes become beberapa bulan-bulan. This expression is not acceptable in the system of target language.

2. Intra-System Shift Occurs when Noun as in the Generic Reference.

4) SL = "... You should have known that it could only have been deposited with Madame Milner by the accomplice, and that all its **contents** must have been purchased for the occasion."(pg. 204)

TL = “... kau harusnya tahu bahwa koper itu pasti diberikan ke Madam Milner oleh sang kaki tangan dan bahwa **isi** koper itu pasti dibeli khusus untuk peristiwa ini,”(pg. 508)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of intra-system shift in the bold types in each language. The

word **Contents** is the plural word. It shifts into singular word in the word of **isi**. If the **isi** word applied as in the source language, the meaning of it become **isi-isi**. This expression is not acceptable in the system of target language. In target language, the word **isi** viewed as singular thing.

5) SL = ".....but I see that **my blunders** can be repaired. What I neglected to do, I can do now; there is still time....."(pg. 205)

TL = "...bahwa **kesalahanku** tidak dapat diperbaiki. Apa yang kulewatkan, kini masih bisa kuperbaiki dan lakukan, masih ada waktu...." (pg. 510)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of intra-system shift in the bold types in each language. The words **my blunders** are the plural word. They shift into singular word in the word of **kesalahanku**. If the **kesalahanku** word applied as in the source language, the meaning of it become **kesalahan-kesalahanku**. This expression is not acceptable in the system of target language.

6) SL = "Has the Widow Chupin been brought here, in compliance with my **orders**?"(pg. 75)

TL = "Apakah janda Chupin sudah dibawa ke sini sesuai **perintah** saya?"(pg. 180)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of intra-system shift in the bold types in each language. The words **my orders** are the plural word. They shift into singular word in the word of **perintah saya**. If the **perintah** word applied as in the source language, the meaning of it become **perintah-perintah saya**. This expression is not acceptable in the system of target language.

3. Intra-System Shift Occurs when There is the Difference of Plurality Concept in the Certain Words.

7) SL = "... And if you find anything that I have not seen, I will allow you to buy me a pair of **spectacles**."(pg.9)

TL = "...Dan jika kau menemukan apa pun yang kulewati, silahkan kau boleh membelikan **kacamata** untukku."(pg. 22)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of intra-system shift in the bold types in each language. The words **spectacles** is the plural word. They shift into singular word in the word of **kacamata**. If the **kacamata** word applied as in the source language, the meaning of it becomes **kacamata-kacamata**. This expression is not acceptable in the system of target language. The word of **spectacles** in English viewed as two parts that have

to be one unit in order to function as the purpose while it becomes a singular thing in Indonesian.

8) SL = "He was tall and stout, with full ruddy cheeks, a pair of white whiskers, small **eyes**, a broad flat nose, and a good-natured, jovial manner."(pg. 52)

TL = "Dia tinggi dan kekar, dengan pipi penuh kemerahan, berjanggut putih, **mata** kecil, hidung yang datar dan lebar, dan tabiat yang baik dan periang."(pg. 124)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of intr-system shift in the bold types in each language. The word **eyes** is the plural word. It shifts into singular word in the word of **mata**. If the mata word applied as in the source language system, the meaning of it becomes mata-mata. This expression is not acceptable in the system of target language. The word of eyes in English viewed as two parts that have to be one unit in order to function as the purpose while it becomes a singular thing in Indonesian.

d. Unit Shift

In the Monsieur Lecoq novel, the unit shift occurs in the sentences, clauses, phrases, and words in the direct speech. Furthermore, the unit shift is divided into

two types that are downward unit shift and upward unit shift. Following are the table of unit shift in the Monsieur Lecoq.

No.	Source Language (English)	Target Language (Indonesian)
1.	"...He fell down like a log of wood. As soon as he recovered, we let him out. I'm sure, they didn't talk to each other."(pg. 52)	"....Dia langsung terjatuh seperti sebatang kayu. Begitu dia pulih, kami langsung mengeluarkannya dari sel. Aku yakin mereka tidak saling mengobrol."(pg. 123)
2.	"... I agree with him in thinking that young detectives are often overzealous, and run after fantoms originated in their own brains."(pg. 110)	".... Saya setuju dengan pemikirannya bahwa para detektif muda sering kali terlalu bersemangat dan mengejar hantu yang berasal dari otak mereka sendiri."(pg. 271)
3.	"....You would have thought so, if you had been in my place, and yet I hesitated. But the fellow insisted..... "(pg. 193)	"...Anda pasti akan berpikir yang sama jika anda berada pada posisi saya. Tetapi saya ragu dan dia bersikeras... "(pg. 478)
4.	"....is placed in a very trying position, and I should endeavor to avoid the responsibility. "(pg. 201)	".....dia berada pada sebuah posisi yang menyulitkan. Aku akan berusaha menghindari tanggung jawab itu."(pg. 500)
5.	"Ought I to have allowed him to escape me?" (pg. 205)	"Apakah aku harus membiarkan dia melarikan diri dariku?" (pg. 509)
6.	"You tried very hard, I don't deny it; but as for making Every effort—that's quite another thing. For instance, when you heard that the Baroness de Watchau was dead, and that all her property had been sold, what did you do?"(pg. 204)	" Kau mencoba dengan sungguh-sungguh, aku takkan menyangkal hal itu. Namun, kau belumlah mencoba segalanya. Misalnya, saat kau mendengar bahwa Baroness de Watchau telah meninggal dan bahwa semua propertinya telah dijual, apa yang kau lakukan?" (pg. 506)

Table 5 : Unit Shift

1. Downward Unit Shift

Downward shift is the shift from the higher rank into lower rank.

a. Unit Shift Occurs from the Phrase into the Word.

1) SL = "...He **fell down** like a log of wood. As soon as he recovered, we let him out. I'm sure, they didn't talk to each other."(pg. 52)

TL = "...Dia langsung **terjatuh** seperti sebatang kayu. Begitu dia pulih, kami langsung mengeluarkannya dari sel. Aku yakin mereka tidak saling mengobrol."(pg. 123)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of unit shift in the bold types in each language. The expression of **fell down** are the phrase rank. They shift into word rank in the expression of **jatuh**. If the **jatuh** word applied as in the source language system, the meaning of it becomes jatuh turun. This expression is not acceptable in the system of target language.

2) SL = "... I agree with him in thinking that young detectives are often overzealous, and **run after** fantoms originated in their own brains."(pg. 110)

TL = "... Saya setuju dengan pemikirannya bahwa para detektif muda sering kali terlalu bersemangat dan **mengejar** hantu yang berasal dari otak mereka sendiri."(pg. 271)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of unit shift in the bold types in each language. The expression of **run after** are the phrase rank. They shift into word rank in the expression of **mengejar**. If the **mengejar** word applied as in the source language system, the meaning of it becomes berlari setelah. This expression is not acceptable in the system of target language.

b. Unit Shift Occurs from the Sentence into the Clause.

1) SL = "...You would have thought so, if you had been in my place, and **yet I hesitated. But the fellow insisted.....**"(pg. 193)

TL = "...Anda pasti akan berpikir yang sama jika anda berada pada posisi saya. **Tetapi saya ragu dan dia bersikeras...**"(pg. 478)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of unit shift in the bold types in each language. The expression of **yet I hesitated. But the fellow insisted** are the sentence rank. They shift into clause rank in the expression of **Tetapi saya ragu dan dia bersikeras**.

2. Upward Unit Shift

Upward unit shift is the shift from the lower rank into the higher rank.

a. Unit Shift Occurs from the Word into the Phrase.

1) SL = "...is placed in a very trying position, and I should endeavor to avoid the **responsibility**."(pg. 201)

TL = ".....dia berada pada sebuah posisi yang menyulitkan. Aku akan berusaha menghindari **tanggung jawab** itu."(pg. 500)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of unit shift in the bold types in each language. The expression of **responsibility** is the word rank. It shifts into phrase rank in the expression of **tanggung jawab**.

2) SL = "Ought I to have allowed him to **escape** me?" (pg. 205)

TL = "Apakah aku harus membiarkan dia **melarikan diri** dariku?" (pg. 509)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of unit shift in the bold types in each language. The expression of **escape** is the word rank. It shifts into phrase rank in the expression of **melarikan diri**.

b. Unit Shift Occurs from the Clause into the Sentence.

1) SL = "**You tried very hard, I don't deny it; but as for making Every effort—that's quite another thing.** For instance, when you heard that the Baroness de Watchau was dead, and that all her property had been sold, what did you do?"(pg. 204)

TL = "**Kau mencoba dengan sungguh-sungguh, aku takkan menyangkal hal itu. Namun, kau belumlah mencoba segalanya.** Misalnya, saat kau mendengar bahwa Baroness de Watchau telah meninggal dan bahwa semua propertinya telah dijual, apa yang kau lakukan?" (pg. 506)

In the example above, there are two sentences in different language. The source language (SL) is English, while the target language (TL) is Indonesian. The sentences consist of unit shift in the bold types in each language. The expression of **You tried very hard, I don't deny it; but as for making every effort—that's quite another thing** are the clause rank. They shift into sentence rank in the expression of **Kau mencoba dengan sungguh-sungguh, aku takkan menyangkal hal itu. Namun, kau belumlah mencoba segalanya.**

2. The Dominance of Category Shift on the Direct Speech of Monsieur Lecoq Novel Translation.

From that explanation, the most appearance of category shift is structure shift. The difference of position in Head and Modifier is the structure shift concern. In English, the determiner is placed on before the head noun. It appears 1568 pieces.

The second category is intra-system shift. It appears 508 times in the direct speech of monsieur Lecoq. It concerns about the plural and singular things. Sometimes, it discusses the special thing, for example the glasses, the, eyes, the trousers etc.

The third category is unit shift. Unit shift is divided into downward unit shift and upward unit shift. It occurs 441 times in the Monsieur Lecoq. The detail is the downward unit shift amounts to 253 objects and the upward unit shift amounts to 188 objects. Unit shift concerns about the shift of rank (sentence, clause, phrase, word, morpheme) the morpheme

The final shift is class shift. It involved with the class word known as part of speech. the class shift occurs 80 times in Monsieur Lecoq. It happens because the class word in English and Indonesian are almost similar class in all texts.

CHAPTER IV

CLOSING

A. Conclusion

After finding and analyzing the data, the result of the research will be delivered here in chapter IV :

- 1) This research is done based on the theory of J. C. Catford about shift in Translation, especially in category shifts. There are many category shifts that can be found in the novel about Monsieur Lecoq written by Emile Gaboriau through direct speech. Based on the result of analysis, there are four types of category shift (structure shift, class shift, intra-system shift, and unit shift). There are 1044 direct speech. It contains 2597 units of category shifts: Structure shift (1568 / 60,37%), class shift (80 / 3,08%), intra-system shift (508 / 19,56%), and unit shift (441 / 16,98%).
- 2) In addition, based on the research, the dominant shift among category shifts is structure shift. It can be found that many words that patterned modifier and word head word (M+H) in the novel of Monsieur Lecoq. Whereas in Indonesian, the pattern of expression is head word and modifier word (H+M).
- 3) There are several aims of category shifts below :

- a) The structure shift shows how to read the order of words correctly. Its purpose is to make clear the meaning become clearer by changing the position of words in a language.
- b) The class shift shows that the class of words can be changed and it makes the translation to be various and not monotone to be read.
- c) The unit shift shows the unit in language can be shorten or added into sentence, clause, phrase, or word.
- d) The intra-system shift shows the system of a language is different from other language.

B. Suggestion

- 1) The researcher would like to remind that in doing translation there must be consistent in the meaning of the words. Although, sometimes the structure of words or the form of words are different or perhaps not connected each other by nature concerned the words meaning of SL into TL.
- 2) This research has shown the analysis of the language of English to Indonesian context. More research needs to be conducted to make further analysis in other kinds of text in order to get a better understanding of shifts of the translation because the research feels that his research through novel is not enough yet to fulfill human's needs in further studying of translation shift.

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