CLASS SHIFT OF PROVERBS IN ENGLISH INDONESIAN TRANSLATION ON THE NOVEL ENTITLED "THE BLACK CAT AND OTHER STORIES" WRITTEN BY EDGAR ALLAN POE

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ABSTRACT

Proverbs are unique metaphoric expressions, and the translator should be familiar with their meanings in both the source language (SL) and the target language (TL), keeping in mind both of their similarities and distinctions. The research aims to find out the class shift and it is affected to the translation result on novel "The Black Cat and Other Stories" by Edgar Allan Poe. This study focused on finding out types of class shift proverbs. This qualitative research method uses Catford's theory about shift. The instrument of collecting data used by the researchers was documentation. The source of data were from the novel entitled "The Black Cat and Other Stories" by Edgar Allan Poe and translated by Noura. This research resulted seven types of class shift on novel, namely (1) adjective shift into verb (15%), (2) Noun shift into adjective (15%), (3) adjective shift into noun (25%), (4) adjective shift into adverb (10%), (5) noun shift into verb (10%), (6) adverb shift into verb (10%), (7) verb shift into noun (15%). Therefore, the most dominant type of English class shift proverbs found in this novel is adjective shift into noun (25%).

Keywords : Translation shift, Proverbs, Change of Meaning

INTRODUCTION

Translation is a tool to transfer a text from the source language (SL) to the target language text (TL). In this case, the most important aspect of translation is the transfer of a message; In this regard, the translator should concentrate not only on the message but also on the grammar rules. In the target language, translation has three processes namely: analysis, transfer, and restructuring (Nida & Taber, 2003). Furthermore, they also entails translation as re-creating the message's closest natural equivalent in the receiver language, initially in terms of context and then in terms of style. Translators then, need to analyze the source text and find the meaning, then restructure each word and sentence. According to Larson (1998), the goal of translation is to communicate the meaning of the text from the source language into the natural form of the target language through idiomatic translation. In addition, Catford (1965) also states that translation is the process of replacing text in one language (the source language) with text in a different language that is functionally similar. Furthermore, translation primarily entails three aspects: science, knowledge, and art. The translator needs to take these principles into account (Margono in Jayantini and Rwa, 20018).

In other words, translation is the process of changing text from one language to another. It refers to a replacement of literary information from one language with its textual equivalent in a different language. A translator can accurately interpret the

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meaning of a piece if they are familiar with the grammar and culture of both languages. It implies that the translation process is more focused on moving the text's source language into the target language, which is equal to requiring that translators from the original text have an awareness of topics like syntax, semantics, stylistic, and pragmatic texts. The author comes up with this title after noticing that when reading a book, novel, or text, we frequently do not know what we are reading. We often do not know what a book, novel, or text's meaning and message are, and thus researchers want to see what translation methods that can help us understand the text or reading better than what we read. When trying to translate a word or a text, there are several obstacles to overcome. For example, translation skills are still lacking, and people do not understand how to translate phrases, clauses, and sentences. Although there are numerous things that can be done when translating, this activity goes beyond only transferring words or content. The text's underlying meaning or message and how effectively it is communicated to the reader are what count.

In order to communicate the meaning of the original text to readers who share their ideas, the translator starts the translation process. A translator should strive for an idiomatic translation while translating a text, according to Larson (1998), and they should make every effort to express the text's meaning using the receptor language's natural forms. Additionally, Nida and Taber (2003) contend that in order to produce a flawless translation, a translator must examine the source text using grammatical principles, ascertain the meaning, and organize the words.

In this regard, the translation process consists of three steps that take a text from the source language to the target language. The first stage is analysis, in which the translator examines the meaning and grammatical relationships of the original language. According Nida and Taber (2003), the three primary steps in analysis are finding the connotative meaning, determining the referential meaning of the words, and deciding the meaningful link between the terms and mixed words. The second stage of the translation process is transfer. In this step, the translators transfer what they have in their mind from the source language to the target language. The third stage is restructuring, following the transfer, the translators must make the final conclusion from the translated text so that it can be accepted by the reader in the receptor language.

A (Source language)   B (Receptor)

Analysis   Restructuring

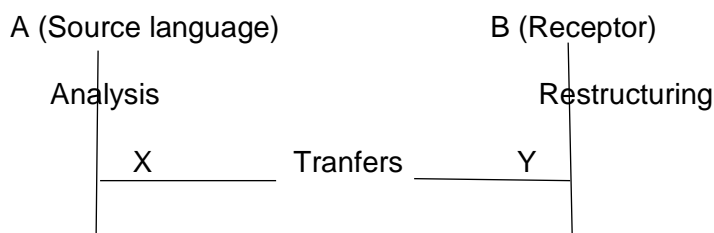   X   Tranfers   Y

Chart 1. The stage of translation process: analysis, transfer and restructuring

From chart 1, the translation process is done repeatedly to get the best translation result until the reader can understand the meaning of the translation result. When transferring, the translators are responsible for transferring the word from the source language (SL) to the target language (TL). Any speech or language that is being discussed, whether it be spoken or written, is referred to as a text. A text can be any number of volumes, a single volume, a chapter, a paragraph, a sentence, a clause, etc. According to Larson (1998), there are two main categories of translation. They are translations that are both form- and meaning-based. Meaning-based translation seeks to transmit the meaning of the source text in the natural forms of the target language.

Catford first put up the idea of the translation shift in 1965 while conducting a study on the translation of English into Russian as the target language. A shift is the

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process of changes that occurs during translation from the source language to the target language. Shift, according to Catford (1965), is the act of moving from the source language (SL) to the target language (TL) while departing from formal correspondence. When a message is converted from SL to TL, there is a shift or change called a translation. Catford (1965) suggested that level shift and category shift are the two different types of translation shift. A level shift occurs when an item in the source language that is translated into the target language is at a different linguistic level. Structure shift, class shift, unit shift, and intra-system shift are the four categories into which category shifts are categorized. Erors in distinguishing class shifts from structure shift, unit shifts, intra-system shifts or others, made the researchers interested in analyzing the focus on class shifts.

A shift in translation, according to Catford (1965), is a break from formal correspondence while moving from the source language (SL) to the target language (TL). Other academics believe that translation can change structure around transposition. Transposition, according to Larson (1998), is a transition from one part of speech to another without altering its meaning. The process of shifting the grammar from the source language to the target language is known as transposition in translation (Newmark, 1988). In the category of category shift, which Catford defines as departures from formal correspondence in translation, he utilizes unbounded and rank-unbounded translation words. Four types of this category change are distinguished. These include structural, class, unit, and intra-system shifts.

1. Structure Shift

One kind of category shift that frequently happens in translating is structure shift. A shift of this kind entails a change in the Structure shift describes the shift in the source language's grammatical position during translation into the target language. According to Catford (1965), these are some of the category shifts that happen the most frequently across all translation levels; they happen in both phonological and graphological translation in addition to total translation. When two languages have distinct sentence structures or clause arrangements, which can occasionally also be observed in groups, there is a structure shift (Catford, 1965). Changes in word order or grammar can cause structure alterations in a sentence. This change might take place as a result of the requirement for grammar. Just as unit shift can happen in translation, structure shift only concentrates on its study of moving the arrangement of words or sentences in the translation, transforming words into phrases or phrases into sentences. However, because it depends on the translator's preferences or on adhering to a certain writing style, it can also be erratic. No information is lost in the translation in this scenario.

2. Unit shift

Units are deviations from formal communication, according to Catford (1965), where a unit at one rank in the source language is translated as a unit at a different rank in the target language. According to Machali (2000), the five linguistic units of morphemes, words, phrases, clauses, and sentences make up the grammar pattern or system that underlies every language. Then, at a more advanced level, we may distinguish between (6) paragraphs and (7) text. There will be a unit shift or rank shift when translating something that alters the level of the language unit of the SL expression to TL. Shifts from morpheme to word, word to phrase, clause to sentence are all examples of unit shifts.

3. Class Shift

Class shift happens when source language items are translated into several target language grammatical classes. English words fall into one of eight categories (or parts of speech) including: noun, adjective, verb, adverb, pronoun, preposition,

conjuction, and determiner. A class shift is a particular kind of category shift that entails translating words from the source language through words from the target language that fall under various grammatical classes. For example :

SL : <u>educational</u> institution
TL : *lembaga pendidikan.*

In the example, the word "educational" is an adjective in the source language text, but it is translated into Indonesian language as the target language as "*pendidikan*," which is a noun. Class shifts are also found in the novel "Charlie and the Great Glass Elevator". It can be seen as follows:

SL : There was <u>a brief silence.</u>
TL : *Diam sejenak.*

In this data, "a brief silence" in the source language text is Noun shifted into "*Diam sejenak*" which is a verb phrase in the target language.

4. Intra-system shift

Intra-system shifts, which take place when the formal constitutions of the source language (SL) and the target language (TL) are only loosely adhered to, are referred to as system shifts. According to Hatim & Munday (2014), when a group of words from the TL system are engaged, an intra-system alteration may take place. The term "trem" is used by Catford (1965) to describe these intra-system shifts, which happen when one of the two languages involved has a different vocabulary. When a singular term in the source text and its textual equivalent are both plural, this is known as an intra-system shift.The following is an example of intra-system shift:

SL : Many books
TL : *Banyak buku*

Form the example above, the word "books" has to be plural in the grammar system, while its translation in indonesian language, the word "*buku*" is a singular noun. This shift is called intra-system shift because both of source language and the target language have a non-corresponding system.

In order to produce a good translation, one of the most important aspects is proverb. Proverbs are short sentences or general statements and their meaning is not easily explained by words. In translating, proverbs is a complex process where lexical, domain, structural and conceptual were considered at the same time. This present study will determine whether the shifting text will affect the intended meaning of the source language.

This research uses a translated novel by Edgar Allan Poe entitled "*The Black Cat and Other Stories*" as a data source. The source language (SL) of the novel is English and the target language (TL) is Indonesian. Edgar Allan Poe is a poet, short story writer, editor, critic, and one of the leaders of the American Romantic movement. Known for his macabre works, Poe was one of America's earliest practitioners of short story writing and a pioneer in detective and crime fiction. He is also recognized for his contributions to the science fiction genre. "*The Black Cat",* one of Edgar Allan Poe's most well-known stories, is a classic example of the gothic literary genre, first appearing in the Saturday Evening Post on August 19, 1843, which was written in first-person narrative form.

In this study, the author chose the novel as research material, because the author wanted to introduce the novel among students, as they have many sentences that are sometimes difficult to understand, there are even unique and funny sentences for us to read that make them interested in reading novels. So it will be able to pique students' interest in reading Furthermore, it can provide insight into the meaning of sentences, thereby enriching the English vocabulary. The author chose to analyze Edgar Allan Poe's English novel *The Black Cat and Other Stories* because he wants to know if the novel contains an English proverb.

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Novel is a type of prose fiction which contains events that occur in people's live. Rusyana (2006) said that the novel comes from the latin " *Novellus*" which is derived from the word " novies", which means " *Baru*" in Indonesian, since it appears later than in the form of poetry and drama. A novel is a long fiction story (Rusyana, 2006) or a long prose essay and/or containing a series of stories from the life of a person and the people around him by highlighting his character and every behavior (KBBI, 2008). Furthermore, according to Sumardjo, Jakob, & Saini (1998), novel is a story with the prose form in long shape, which includes complex plots, many characters, and various settings. In this case, character is a person presented in dramatics of narrative work who are interpreted by reader as being enclowed with moral and disporitional qualities that are expressed in what they say and what they do in action.

Commonly, a novel consists of several chapters that tell the conflicts. It can be said that novels are more often taken from real efforts and decorated with interesting words to make it more appealing to be read. Novels are not just a series of writing that make it exciting to read, but are structures of the mind composed of solid elements. According to Sumardjo in Nasir (2014) some characteristics of the novel are: (1) The plot of a novel is in the form of the body of the story, assembled with other minor plots, because of the structure with this broad form, the novel can tell a long story with problems broad scope. (2) The theme in a novel is the main theme and supporters, so that the novel covers all issues. (3) In terms of character, in the novel there are various depictions of characters from characters to create an interesting story.

There have been some previous studies related to this topic. A study conducted by Muhtalifah, (2011) aimed to learn about the Translation Shift in *The Hannah Banana Short Story* from English to Indonesia. In this study, she took notes to identify differences and compared them using translation shift analysis in *Hannah Banana*. Then she came to the conclusion that translation shifts were a procedure involving a change in grammar from the source to the target language text. She employed the Qualitative Descriptive method in this study. In this study, it was discovered that transposition was mostly used to replace one word class with another in order to compare the source and target language text. The are similarities between this study and previous study, which are both using qualitative descriptive methods. Second, this study and previous study use catford Theory. Third, using the same types of shift.

The second one is a study conducted by Nurmalia, Harmoko & Purwaningrum (2021), which compared the source text (ST) and the target text (TT) and its analysis. This Qualitative Descriptive study discovered that transposition was mostly used to replace one word class with another and to compare the structures of the source and target languages. Nurmalia, Harmoko & Purwaningrum's (2021) study focused on the unit shift in the novel *The Sea of Monsters*. Meanwhile, this present study focuses solely on one of Catford's proposed shifts, namely Class Shift. Apart from this difference, both studies used qualitative descriptive method in analyzing the novel.

Thirdly, there is a research by Trivianti (2017), which aimed to identify the shift types and describe the equivalence of simple sentences that occur during the Class Shift from source to target language in a novel entitled *"Stars Shine Down".* This study also used descriptive qualitative techniques. Additionally, this study also used Catford's translation shift theory, and focused on all types of shifts, such as structure shift, class shift, unit shift, and intra-system shift. Meanwhile, this present study specifically focused on Class Shift types and equivalence of simple sentences another distinction in the data source.

Finally, Pudjiati's (2012) study also focused on determining the unit shift in English to Indonesian translation and the factors that caused or influenced each unit shift in a novel written by J. K. Rowling entitled *"The Tale of Three Brothers".* She also employed the Catford theory in her research. Her qualitative descriptive method found several shifts patterns including the shifts from morpheme to word, word to phrase, and phrase to word.

She also classified the factors that caused or affected each unit shift in the unit analysis, whether they were lexical or grammatical in nature.

Therefore, to fill in the gap, this study only focused on one of Catford's proposed shifts, namely Class Shift. It is expected that this study will provide a thorough discussion and insights about class shift. The findings of those previous studies will be used as reference in discussing class shift of proverbs in English Indonesian Translation of the novel entitled *"The Black Cat and Other Stories"* by Edgar Allan Poe. Therefore, this study tries to investigate about the types of class shift proverbs and the most dominant type of class shift proverbs found in the novel entitled "*The Black Cat and Other Stories"* by Edgar Allan Poe.

METHODS

This study focused on the use of equality in class shift in Edgar Allan Poe novel entitled *The Black Cat and Other Stories* as well as the translation of its proverbs into English class shift. The author uses descriptive qualitative research. This research primarily focuses on description, which is referred to be qualitative research. A descriptive study aims to completely explain or provide information about a situation, problem, or event, living conditions, or attitudes regarding a problem in a community. This research is conducted based on Catford's shift theory (1965) to test translation equivalency.

The object of this research is an English novel entitled *The Black Cat and Other Stories* by Edgar Allan Poe, which was published in 1849. The writers focused on each chapter to find out the proverbs used in English and Indonesian proverbs in the novel. This novel tells us about a space hotel in English, rewritten by the Penguin Books in 1991 and published in the Indonesian version. Data are considered as the lowest units of information from which other measurements and analyses can be performed. In this regard, the data in this study are proverbs, which are arranged in the form of words, phrases, sentences, and discourses in the novel.

The documentation analysis is used as an instrument of collecting the data in qualitative research. Documentation can be a valuable data source. According to Sugiyono (2008), documentation study is a technique that will be used in qualitative research to collect data. Documentation studies are conducted by identifying novels to collect data information about the subject under study. In this case, the document analysis provided many contributions to define what types of class shift are used in the novel.

Several data collection steps were conducted before the research, including:
1. searching for novels and observing a novel entitled *The black cat and other stories* by Edgar Allan Poe,
2. analyzing word for word from the novel,
3. collecting words to be analyzed in the text from the source language and target language,
4. choosing between a list of words or sentences of proverbs to identify which one refers to a class shift.

After reading the two version of the novel in this study, the researchers examined the information gleaned from the books. The steps in data analysis in this study are:
1. reading the novel to understand the contents of the novel,
2. analyzing the data related to the words or sentences of proverbs in the novel,
3. collecting data by taking some notes,
4. analyzing the class shift in proverbs, words, or sentences,
5. calculating the dominant types of class shift, and
6. concluding the analysis results.

In addition, the researcher used descriptive qualitative methods during data analysis to describe various types of English Indonesia class shift of proverbs by using the following calculation formula:

$$P = \frac{F}{N} \, X \, 100$$

Where:
 P = Percentage
 F = frequency the types of class shift proverbs
 N = number of class shift proverbs translation

FINDINGS AND DISCUSSION

The results of this study shows that the proverbs used in English and Indonesian novel of *The Black Cat and Other Stories* are twenty proverbs sentences, which consists of seven types of class shift, namely: adjective shift verb, noun shift adjective, adjective shift noun, adjective shift adverb, noun shift verb, verb shift noun, and adverb shift verb.

Table 1. The types class shift of proverbs in translation of novel The Black Cat and Otther Stories By Edgar Allan Poe.

No	Types of class shift	Percentage of class shift proverbs
1.	Adjective shift verb	15%
2.	Noun shift Adjective	15%
3.	Adjective shift Noun	25%
4.	Adjective shift Adverb	10%
5.	Noun shift Verb	10%
6.	Adverb shift Verb	10%
7.	Verb shift Noun	15%
	TOTAL	100%

The data in table 1 revealed that there are seven different types of class shifts in proverbs from the novel, namely Adjective shift verb, Noun shift Adjective, Adjective shift Noun, Adjective shift Adverb, Noun shift Verb, Adverb shift Verb, and Verb shift Noun. The total of data were 20 sentences, which consists of 3 sentences containing Adjective shift verb (15%), 3 sentences containing Noun shift Adjective (15%), 5 sentences containing Adjective shift Noun (25%), 2 sentences containing Adjective shift Adverb (10%), 2 sentences containing Noun shift Verb (10%), 2 sentences containing Adverb shift Verb (10%), and 3 sentences containing Verb shift Noun (15%). Therefore, the most dominant type of English class shift of proverbs from Adjective shift verb, Noun shift Adjective, Adjective shift Noun, Adjective shift Adverb, Noun shift Verb, Adverb shift Verb, Verb shift Noun and original proverbs used in English Novel entitled *The Black Cat and Other Stories* in three chapters is Adjective shift Noun (25%).

1. **Adjective shift verb**
    SL   : I began to feel sad about losing the animal. So, I began to look for another one.
    TL   : *Sampai-sampai aku menyesal karna kehilangan binatang itu dan mencari disekitarku.*

Because it is constructed by adjective, the underlined data is classified as Adjective (sad). The source language adjective is not translated into *sedih*, but the source language adjective is translated into the target language verb *menyesal*. It is clear that there is a shift. The class shift is named after Catford's theory of shift, in which the adjective sad shifts into the verb *menyesal*. When the translation equivalent of an SL item belongs to a different class than the original item, class shift occurs.

2. Noun Shift Adjective
SL : Slowly, this strange fear grew into <u>horror.</u>
TL : *Perlahan ketakutan aneh ini tumbuh menjadi <u>mengerikan</u>.*

The underlined data is classified as Noun (horror),because it is constructed by a noun. The source language noun is not translated into *horor*, but it is translated into the adjective *mengerikan* in the target language. It is clear that there is a shift. The class shift is named after Catford's theory of shift, in which the noun horror shifts into the adjective *mengerikan*.

3. Adjective shift Noun
SL : There was not the smallest piece of <u>good</u> left in me.
TL : *Tidak ada bagian terkecil dari <u>kebaikan</u> yang tersisa dalam diri saya.*

Because it is constructed by an adjective, the underlined data is classified as an Adjective (*good*). The adjective in the source language is not translated into *baik*, but it is translated into a noun in the target language *kebaikan*. It is clear that there is a shift. The class shift is named after Catford's theory of shift, in which the adjective *good* shifts into the noun *kebaikan*.

4. Adjective shift adverbs
SL : It was almost impossible to believe that she was just paint-that she was not <u>alive</u>!
TL : *Hampir tidak mungkin untuk percaya bahwa dia hanya melukis bahwa dia tidak <u>cukup</u>!*

Because it is constructed by an adjective, the highlighted data is classified as an adjective (*alive*). The source language adjective is not translated into *hidup*, but it is translated into the target language adverb *cukup*. There is a noticeable change. The class shift occurs when the translation equivalent of an SL item belongs to a different class than the original item.

5. Noun phrase shift verb phrase
SL : There was now only <u>an ugly dry hole</u> where the eye once was
TL : *<u>Rongga matanya yang tercungkil</u> terlihat mengerikan, tapi dia tidak lagi tampak kesakitan.*

An ugly dry hole In the source language text, is a noun phrase. It is made up of the article (an) + the adjective (dry) + the noun (hole). The source language noun phrase is translated into the target language verb phrase *lubang kering yang jelek*. The translation has clearly altered the form. It has been transformed from a noun phrase in the SL to adverb phrase in the TL. The shift is known as a class shift, and it occurs when a noun phrase is translated into a verb phrase.

6. Adjective phrase shift verb
SL : I could not understand why pluto was not <u>pleased</u> to see me
TL : *Aku merasa kucing itu <u>menghindariku</u>.*

Because it is constructed by adjectives, the underlined data is classified as Adjective phrase (*pleased*). The source language adjective is not translated into *tidak senang*, but the source language adjective is translated into the target language verb *menghidari*. It is clear that there is a shift. According to the data above, the adjective phrase *pleased* is translated as *menghindari*.

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7. Adjective shift verb
SL : And by that time, of course, I was often doing <u>horrible</u> things to our animals.
TL : *Akhirnya, aku bahkan melakukan* kekerasan *terhadapnya binatang-binatang peliharaanku.*

Because it is constructed by adjective, the underlined data is classified as Adjective (*horrible*). The source language adjective is not translated into *mengerikan*, but the source language adjective is translated into the target language verb *kekerasan*. It is clear that there is a shift. Based on the data above, the adjective phrase *horrible* is translated as *kekerasan*.

The translation of class shift in English proverbs from the novel *The Black Cat and Other Stories* to Indonesian, the target language, is discussed in this study. There are two types of translation shift: level shift and category shift. Structure shift, unit shift, class shift, and intra-system shift are the four types of category shift. In this study, more emphasis was placed on class shift. There are four major types of words: nouns, verbs, adjectives, and adverbs. The dominant type in the novel, The Black Cat and Other Stories, which was translated from the English version to the Indonesian version, is the noun. From 20 data found in the novel, the most dominant type of English class shift of proverbs sentences is Adjective shift Noun (25%). It can be concluded that from some of the contents of *The Black Cat and Other Stories*, there is a change in class. It is difficult to understand the meaning of a word or sentence because there are figurative words that make it appealing to read and comprehend the novel's contents.

This study differs form a study conducted by Trivianti (2006). The previous research investigate about the class shift of simple sentences and dominant types of class shift translation. Meanwhile, this present study investigated the class shift of proverb translation. Previously, only English translation was used, whereas in this present study, the researchers used English into Indonesian and also investigated the dominant types of class shift translation as the problems and the objects of the study.

CONCLUSION

The translator must understand the real context of the meaning text in the proverbs to get the meaning from the Ource Language (SL) into the target Language (TL). Metaphors and proverbs share similarities. They are proverbs or tales meant to support informal or formal education. As they discuss a variety of topics, including daily life, history, morality, spirituality, attitudes and conduct, and community instruction, proverbs are employed across society.

After conducting research and data analysis about shifting translation class in the black cat and other stories novels, there are 20 sentences in three chapters of novel. Based on the results of research and data analysis, conclusions are obtained, from twenty proverbs sentences found in the novel text of Edgar Allan Poe translation with class shift type adjective shift verb, noun shift adjective, adjective shift noun, adjective shift adverb, noun shift verb, verb shift noun, and adverb shift verb. And for the level of translation with class shift there are 7 types of class shift that the author will look for in the novel text. The research findings show that the most class shift are Adjective shift Nouns. Of data twenty sentences, the impact of class shift often occurs in the translation and arrangement of subject, predicate, object, and complement elements. So that the researcher concludes that the translaation class shift that occurs in the translation of the black cat and other stories novels is an adjective shift verb (15%), noun shift adjective (15%), adjective shift noun (25%), adjective shift adverb (10%), noun shift verb (10%), verb shift noun (15%), and adverb shift verb (10%). And the most dominant type of class shift is an Adjective shift Noun (25%). The author suggests general translators and students who intend to analyze specifically in class shifts in order to master translation shifts, especially in class

shifts. The author also suggests that in achieving equivalence the translator must pay attention to the principles of equivalence itself, the translator must be able to convey the author's goals in the research that has been carried out. Furthermore, one way to get equivalence in translation is to do a shift. The author also suggests to future researchers to better understand translation shifts and understand translation equivalence. The author hopes that this research can become a reference needed for those who wish to conduct research related to shifts in translation and equivalence.

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