STRUCTURE SHIFTS ANALYSIS OF ENGLISH – INDONESIAN TRANSLATION FOUND IN STUDENTS’ WRITING NARRATIVE TEXT
(A Descriptive Qualitative Study at SMP N 14 Semarang)

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for the degree of Sarjana Pendidikan in English

by
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APPROVAL

This final project entitled *Structure-Shifts Analysis of English-Indonesian Translation Found in Students’ Writing Narrative Text* has been approved by board examiners and officially verified by the Dean of the faculty of Language and Arts of Semarang State University on March 20th, 2017.

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DECLARATION OF ORIGINALITY

I Ika Uswah Miladiyah hereby declare that this final project entitled Structure-Shifts Analysis of English-Indonesian Translation Found in Students’ Writing Narrative Text is my own work and has not been submitted in any forms for other degrees or diploma at any universities or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, March 2017

Ika Uswah Miladiyah

NIM 22014122106
And know that victory comes with patience, relief with affliction, and hardship with ease.

- Tirmidhi

To

My beloved papap
My beloved mamam
My beloved lil sister and brothers
And my beloved friends
ACKNOWLEDGEMENTS

First and foremost, I would like to express my gratitude to Allah SWT the Almighty for the blessing, kindness and inspirations in leading me accomplishing this final project.

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Finally, nothing is perfect and neither is this final project. Any corrections, comments, and criticism for the improvement of this final project are always open-welcomed.

The Writer
ABSTRACT


Keywords: Translation, English-Indonesian, Structure-Shifts, Narrative Text

This final project mainly purposes at determining structure shifts which occur in students’ writing English-Indonesian translation of narrative texts. This study was conducted because almost English teacher in all Junior High School give their students task to translate a text. Here, the shift may occur. Therefore, I want to investigate what structure shifts may occur in their writing.

The object of this study is the result of students’ writing English-Indonesian translation of narrative text in SMP N 14 Semarang. The objectives of this study are to (1) analyze the profile of the structure shifts and (2) figure out the most dominant structure a shift that occurs in students’ writing narrative text. This research uses a qualitative. It focuses on analyzing the types of grammatical changes related to the structure-shifts. The descriptive qualitative approach is used based on the qualitative data. Documentation method is used to gather the data that are in form of students’ writing English-Indonesian translation of narrative texts.

The structure shift deals with changes of clause-structure (Subject, Predicate, Object, Complement, etc.) or group rank (head, modifier, qualifier, etc). There are four types of grammatical changes related to the structure-shifts: changing the sentence form, combination between two sentences or clauses, split of sentence, and word order. In short, it can be seen from the analysis data that there are 47 structure shifts which can be categorized into 4 types of structure shifts. There are changing the sentence form, combination between two clauses or sentences, split of sentences or clauses and word order. It is just 1 change in changing the sentence form or 2.1%. This shift is rarely occurs in their writing. In this case, the changing is from interrogative sentence into affirmative sentence. There are 4 changes in combination between two clauses or sentences or 8.3%. The findings contain the change between two clauses into one single sentence, two simple sentences into one simple sentence, the change is similar to previous one, and the changing between complex sentence into dependent clause. In the split of sentences or clauses, the shift occurs 6 changes or 12.5%. In the discussion its contains a clause into two clauses, dependent clause into three clauses, a complex sentence into two complex sentences, this change its occurs three times, a simple sentence into two complex sentences. And the last is word order. There are 37 changes or 77.1%. The findings contains Modifier + Head constructions and clause element constructions, which we call it SPOAC (Subject, Predicate, Object, Adverb and Complement). It can be seen that the
change of word order from source language to target language are the most
dominant in this structure shifts.

The research study about structure shifts that have been done on the
students’ writing English-Indonesian translation of narrative text shows that the
translator of the text has been doing the process of translating the meaning from
the source language to the target language properly, although there are still some
part that is not conveyed yet. It is known from the structure-shifts that occur in the
process of translating and most of them are word order.
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LIST OF ABBREVIATIONS

SL : Source Language
ST : Source Text
TL : Target Language
CHAPTER I

INTRODUCTION

This chapter will discuss the reason why the research study is conducted. It includes background of the study, reasons for choosing topic, statements of the problem, objectives of the study, significance of the study and outline of the final project report.

1.1 Background of the Study

In teaching, a teacher must use several techniques for delivering her/his lessons. Each teacher also has different methods of teaching. English teachers, for example, they have to use several methods to make their students understand the English lesson. One common technique is to translate a text or reading text from English to Indonesian or vice versa. This technique is one of the techniques that have existed for a long time and this method remained be used from year to year. It is not a bad thing that a teacher chooses this technique to teach his/her students. Precisely, it will be good for the students to improve their vocabulary in English. Besides, it will help them to know the meaning of the text itself so; they will understand what the writer wants to say to the readers. In addition, it will be perfect if the teachers know the theory of translation before giving the task to their students. Munday (2001: 4) says:

The term translation itself has several meanings: it can refer to the general subject field, the product (the text has been translated) or the process (the act of producing the translation), otherwise known as translating.
Scholars have many opinions about the translation meaning. However, they have the same purposes, to transfer equivalent message from one language to another language. Translation plays an important role in English teaching-learning process. It engages students to understand the meaning of the certain English text.

Nida (1964) in Venuti (2000) says that there can be no absolute correspondence between languages since no two languages are identical (p.126). Hence, it can be concluded that due to no two identical languages, shifts may occur in translation. Moreover, this case will be found in English teaching-learning process, when a teacher asks his/her students to translate a text or in students’ writing a certain text. Usually, in students’ writing a text case, their teacher asks them to write in Indonesian first then translates it to English. Here, the shifts may happen. Venuti (2000) states that shifts mean the departures from formal correspondence in the process of going from the source language (SL) to the target language (TL) (p.141). Catford says that there are two major types of shifts that occur, namely level shifts and category shifts.

Level shift is a shift from grammar to lexis. It means that a grammatical unit in English, such as noun, affix, etc, has a lexical unit in Bahasa Indonesia as its translation equivalent Machali (1998). For example, Justin has started moving forward and its translation Justin sudah mulai bergerak maju. The form “has” as a unit in English grammar is translated into Bahasa Indonesia by the lexis sudah".
Category shift is about unbounded and rank-unbounded translation. In unbounded translation equivalences are not tied to a particular rank and may additionally find equivalences at sentence clause and other levels, while in rank unbounded translation an equivalent is sought in the target language (TL) for each word or for each morpheme encountered in the source language (SL).

This research focuses on category shifts. These category shifts have four kinds, namely structure shifts, class shifts, unit shifts, and intra-system shifts. However, in order to avoid the excessive discussion of category shifts, the shift becoming the main focus in this thesis is structure shifts. Catford (1965) says that structure shifts deal with changes of clause-structure (Subject, Predicate, Object, Complement, etc.) or group rank (head, modifier, qualifier, etc.) (p.75).

After doing some observation at particular school, I find category shifts occur in students’ worksheet. It shows in almost all the students’ result. The worksheet here means that their result for translating English text to Indonesian. Usually, every teacher gives their students’ task to translate a text or make a text, write in English then translate to Indonesia.

The source of the data in this thesis is the result of students’ writing translation of narrative text. The source language (SL) of the students’ writing is English, while the result of their translation is Bahasa Indonesia, as target language (TL). The structure shifts which occur in their result will be analyzed in this thesis.

An example of structure shifts are:
1. SL (English)

“Why not come and sing with me,” said the Grasshopper.

TL (Bahasa Indonesia)

“Mengapa tidak kemari bernyanyi denganku,” kata Belalang.

From the examples above, it can be seen that there is a change of sentence in structure shifts, “why not come and sing with me” the grammatical changes related to this is combination between two clauses. It turns into a sentence “Mengapa tidak kemari bernyanyi denganku”.

2. SL (English)

“Why bother about winter?” said the grasshopper.

TL (Bahasa Indonesia)

“Aku tak harus repot-repot mengkhawatirkan musim dingin.” kata belalang.

As it can be seen from the examples, “why bother about winter?” the grammatical changes related to the structure shifts is changing the sentence form. The SL sentence is interrogative sentence translated into affirmative sentence. “Aku tak harus repot-repot mengkhawatirkan musim dingin.”

Considering those aspects, I would like to analyze structure shifts of English - Indonesian translation in students’ writing narrative text.
1.2 Reasons for Choosing the Topic

Translation is one of the teacher’s teaching techniques in teaching-learning process. This technique is traditional because almost all the teacher using this to teach English. That is why, it is not surprising to find this kind of technique at school.

When I became an internship student in SMP N 14 Semarang, I also tried to apply this kind of technique. Before applying this to the students, I observed an English teacher there when they applied this technique. She said that it was fine to use this technique besides it was common, but also to improve the students’ vocabulary. Plus, it helped them to write a text. I applied it in writing descriptive text, because in that semester, a text that should be taught was descriptive text. The result is amusing me. This is one of the examples.

SL text    Big creatures in the world.

TL text    Makhluk terbesar di dunia.

A noun phrase with adjective big as the modifier and noun creatures as the head, forming MH(Modifier + Head) construction, is translated into reversal construction TL(Target Language).

In this study, I use narrative text as an object to be analyzed because in the second semester of Junior High School the narrative text will be taught. Therefore, it will be great if I take it as the object and it is more challenging.

The structure shifts is chosen as the main topic of this research because in the translation, many shifts are found. Sometimes in translating the text from different language, it is very difficult and every language has its own rules.
Therefore, to translate the language we use shifts to get the equivalence meaning in order to make the reader understand the product of the translation.

From these realities, I decide to conduct the research structure shifts analysis of English - Indonesian translation in students’ writing narrative text.

1.3 Statement of the Problem
Based on the background, the writer proposes the problem statements as follows:

1. What are the profiles of structure shifts found in students’ writing narrative text?
2. What are the most dominant structure shifts that occur in the students’ writing text?

1.4 Objectives of the Study
This study is intended to meet the following objectives:

1. To analyze the profile of the structure shifts found in students’ writing narrative text.
2. To figure out the most dominant structure shifts that occurs in students’ writing narrative text.

1.5 Significance of the Study
The result of this study is expected to be able give the following benefits and information:
1.5.1 Theoretical Significance

It is hoped that this study enriches and broadens the theories of translation, especially English-Indonesian translation. So, the readers can acknowledge the theories about shifts in English and Indonesian translation. This thesis may also be a reference for those who are interested in translation studies.

1.5.2 Practical Significance

Practically, this study is expected to be helpful to provides solution to solve grammatical structure of translation for translators. It is because shift is known as a procedure of translation. Also this study provides analytical process of translation for researchers who conduct researches in translation studies.

1.5.3 Pedagogically Significance

Hopefully, this study provides theories, practices and analysis for students of translation studies, especially in English Department which will encourage them to conduct researches in translation studies. It is because there are not many translation researches conducted. Also, this study improves the knowledge of translation for teachers and students of the English Department and people who are interested in translation studies as well as improves their ability in producing good translation texts. And for the researchers, this study becomes a reference in translation research.
1.6 Outline the Report

This study is systematically composed of five chapters. Each chapter has its own subchapters.

Chapter I (Introduction) discusses the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, and outline of the study.

Chapter II (Review of Related Literature) discusses the review of previous studies, review of the theoretical studies, and the theoretical framework.

Chapter III (Method of Investigation) discusses research design, object of the study, role of the research, data of the study, instruments, methods of collecting the data, and procedures of analyzing the data.

Chapter IV (Result of the Study) consists of general description, results of the study, and discussion.

Chapter V (Conclusion and Suggestion) contains the conclusions of the research and some suggestions for the readers.
CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature presents three subchapters. First is review of previous studies, second is review of theoretical studies, and the last is theoretical framework. Each part will discuss as follows.

2.1 Review of the Previous Studies

There are some references related to translation shifts to support this analysis. I found five researchers who examined about shifts in translation in English Department’s library. According to Anesthasia (2009) in her research entitled “Shifts in the interpreting of Reverend’d English Sermon into Bahasa Indonesia.”, she used a formula referring to Nawawi’s social analysis method to account the most dominant shifts that occur in the interpreting. Next, the study was conducted by Prasetyo (2010) entitled “Shift in the Translation of Terence Blacker’s You’re Nicked Ms. Wiz into Indonesian”. The results showed there were 702 data occurring in this research and both. Level-shift occurred in 8 data. Category-shift was elaborated into four sub-types. Structure-shift occurring in this research was 296 data. Class-shift occurring in this research was 28 data. Unit-shift occurring in this research was 301 data. Intra-system-shift occurring in this research was 69 data. Based on the result, both level
and category shift occur in various ways. Level-shift occurs when English modals and auxiliaries are translated into words in Indonesian. Structure-shift occurs in forms of the changing of sentence form, split of sentence and the changing of word order. Class-shift occurs in forms of the shifts of adjective to noun, adjective to verb, adverb to adjective, noun to verb and noun to adjective. Unit-shift occurs in forms of the shifts of sentence to phrase, clause to phrase, clause to word, phrase to sentence, phrase to clause, phrase to word, word to phrase and morpheme to word. And intra-system-shift occurs in this research in forms of the changing from plural words into singular words and vice versa. Third, the study about shifts also found in Pasaribu (2012) with her research entitled “Functional Shifts in the Translation of “Guidelines For The Better Management Practices on Avoidance, Mitigation, and Management of Human – Orangutan Conflict in and Around Oil Palms Plantations” in Bahasa Indonesia”. She discussed one of the subs of category shifts, namely functional shifts. She found that there were shifts of word functional happened in the book of “Guidelines For The Better Management Practices on Avoidance, Mitigation, and Management of Human – Orangutan Conflict in and Around Oil Palms Plantations”. The shifts were from 1. Noun to Verb, 2. Verb to Adjective, 3. Verb to Noun, 4. Verb to Adverb, 5. Adjective to Verb, 6. Adjective to Adverb. Next, the study about shift also found in Darmawan’s (2014) research entitled “Shift of Meaning in English-Indonesian Subtitles of G-Force Movie”. There were six kinds of shift of meaning found in the English-Indonesian translation of the English Indonesian Subtitles of G-Force movie. They were
Generalization, Specification, Reversal, Substitution, and Deviation. The analyzed data showed that there were eighteen (18) samples which were translated into Generalization. While, there were five (5) samples which were translated into Specification. Seven (7) samples were translated into Reversal. Fourteen (14) samples were translated into Substitution. The last, ten (10) samples occurred in Deviation. The last one, I found the study about shift in Desy’s (2014) research entitled Unit Shifts in the Indonesian Subtitle of The Hobbit. The analysis discussed the Unit shift. The result of the analysis found out that in the Indonesian subtitle of The Hobbit, there were 275 unit shifts containing 14 types of unit shifts. In her study, it showed that the most dominant changes from phrases into words were unit shifts.

The study about shift has done by many researchers. It is not only the student from our university, but also from other universities or researcher that do this study. We can see from some journals that I found from internet. I found three journals supporting my research. First, this study comes from Shih (2012) etitled “A Corpus-Aided Study of Shifts in English to Chinese Translation of Preposition”. This research investigated three types of shifts in English-to-Chinese translation of prepositions, including P→P (parallel shift), P→P- (omissive shift), and P→X(transformative shift), across literary, expressive, operative text types using a corpus-analysis approach. The finding showed that there was an overall higher frequency of P→P than P→P and P→X. The translation phenomenon was partially attributed to the differences in the number and function of prepositions between English and Chinese. In addition, different
textual functions governed the translation shifts, and variation among four translated novels was diagnosed as relevant to the translator’s stylistic preference. In sum, this research supported the dynamic nature of the translation of prepositions under the impacts of contrastive linguistic differences between source and target languages, textual functions and the translator’s style. Second, Herman (2014) examined about category shift. He conducted that research in order to find out the shifts in movie subtitle of Harry Potter especially for the Harry Potter and the Philosopher’s stone Movie Subtitle into Indonesian. Problems discussed in that research: 1) what kinds of category shifts found in the movie of Harry Potter and the Philosopher’s stone into Indonesia subtitle? 2) what is the dominant category shift found in the movie of Harry Potter and the Philosopher’s stone into Indonesia subtitle? The data of this research were taken from the movie subtitle of Harry Potter from English into Indonesia by Togap. Finally, the findings showed: 1) all kinds of category shifts found in the subtitle from English into Indonesia, 2) the dominant category shift found in movie subtitle is unit shift. Last, Akbari (2012) conducted the research entitled “Structural Shifts in Translation of Children’s Literature”. The researcher’s intention was to focus upon the types of "structural shifts" in literary translation from English into Persian and their significant role in Compensation and Explication of meaning. The main objective of this research was to see whether and how translators incorporate structural shifts into their schedule, what kinds of structural shifts were made and what kinds of structural shift were more frequently used in literary translation.
The second objective of the research was to examine whether structural shifts help the literary translators to better transfer the meaning.

2.2 Review of the Theoretical Studies

2.2.1 Definition of Translation

Translation is something which is translated or the process of translating something, from one language to another (Cambridge Advanced Learner's Dictionary Third Edition, 2008). Translation is the process to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts. Newmark (1988) states that, “Translation is rendering the meaning of a text into another language in the way that the author intended the text.” While Wiratno (2003) says that translation is a process of transferring message from SL into TL. SL or Source Language is an origin language which is translated, while TL or Target Language is the final language which is used to express the result of translation.

Catford (1965) defined that translation is the replacement of textual material in one language (source language/SL) by equivalent textual material in another language (target language/TL). It means that in translation, the translators should have the equivalence of matter to translate the original text into others by looking at the equality of the result of translation whether it is understood or not. This is similar to Larson (1984) conveyed “translation basically a change of form the Source Language (SL) into Target Language (TL) that refers to actual words, phrases, clauses, sentence, and paragraph etc, which is spoken or written.” It means that in translating process, the meaning
of the source text should be similar to the translated text. There are another linguists who define what translation is. Hartono (2011) said that “Translation consists of reproducing the receptor language the closest natural equivalent of the source-language message, first in term of meaning and secondly in term of style.”

2.2.2 Function of Translation

Basically, translation functions as a medium of communications. As Nida & Taber (1982) states that, “Translation means communication because it has three essential elements to form a process of communication. The three essential elements are source, message, and receptor, and these elements must be found in all communication activities”. In brief, translation is inter-lingual communication by involving two different languages.

Moreover, Duff (1989) says, “As a process of communication, translation functions as the medium ‘across the linguistic and cultural barriers’ in conveying messages written in the foreign languages”. In other words, the function of translation is as a bridge, that is, to carry the messages (meanings) from the SL to the TL. Translation is very helpful for people facing a barrier in understanding a text written in a foreign language, for example.

2.2.3 Process of Translation

Process is a series of things that are done in order to achieve a particular result Oxford Advanced Learner's Dictionary (2000). In relation to process of translation, Larson (1984) said that when translating a text, the aim of the translator is an idiomatic translation making each effort to communicate their meaning of the source language (SL) text into the natural forms of the
receptor language. In addition, he says that translation is concerned with a lexicon study, grammatical structure, communication situation, and cultural context of the SL text, which is analyzed to determine its meaning. The discovered meaning is then re-constructed or re-expressed using grammatical structure and the lexicon that are appropriate in the receptor language and its cultural context.

Munday (2001) divided the process of translating into three stages system: 1) analysis of message in the SL; 2) transfer, and; 3) reconstruction of the transferred message in the TL. This process is described in the following figure.

![Figure 1.1 Diagram the Translation Process](image)

From the diagram, we can see that the source language analyzes the grammatical relationship and the meaning of words and its combination. Then it transfers the meaning from SL into TL. The Reconstruction phase is the phase where the translator rewrites or re-expresses the materials in such a way that the translation product is readable and acceptable in terms of rules and styles in the TL.
Furthermore, Nababan (2003) writes that the process of translation have three steps, those are 1) the analysis of the source language (SL), 2) transferring the message, 3) restructuring.

2.2.4 Types of Translation

Catford (1965) formulates categories of translation into three parts, namely extent, levels, and rank of translation. Based on the extent, he categorizes translation into a full translation and a partial translation. Based on levels of translation, he classifies translation in terms of total and restricted translation whilst on the rank of translation there are bound and unbounded translation. Based on the extent, translation is categorized into a full translation and a partial translation. In the case of full translation, the whole text is submitted to the process of translation, namely each part of the SL text is submitted by text materials. According to Catford (1965) text is any stretch of language, spoken or written, which is under discussion and according to circumstances, a text may be a whole library of books, a single volume, a chapter, a paragraph, a sentence, a clause, etc. In contrast with full translation, a partial translation is some parts of the SL text are left untranslated. They are merely transferred to the target language text. In a literary translation, it is unusual for some SL lexical items to be treated that way.

There are total translation and restricted translation based on the levels of translation. A total translation is a replacement of SL grammar and lexis by equivalent grammar in TL and lexis with important replacement of SL phonology/graphology by non-equivalent TL graphology/ phonology.
Nonetheless, a restricted translation is a replacement of textual material in SL by equivalent textual material in TL at only one level, i.e. translation that is performed only at the graphological or at the phonological level, or at only one of the two levels of lexis and grammar.

Based on the rank of translation, there are rank bound translation and unbounded translation. Bound translation is a translation where in the selection of TL equivalents is intentionally restricted to one rank or few ranks in the hierarchy of grammatical units, typically at word or morpheme rank, namely setting up word-to-word or morpheme-morpheme equivalence. On the contrary, normal translation where in the equivalence shifts freely up and down the rank scale is identified as unbounded translation. It occasionally tends to be at the higher ranks and sometimes between larger units that the sentences.

The examples of bound translation and unbounded translation are:

**Table 2.1**

<table>
<thead>
<tr>
<th>No</th>
<th>SL (English)</th>
<th>TL (Bahasa Indonesia)</th>
<th>Bound Translation</th>
<th>Unbounded Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>They went inside. There, they found Snow White woke up.</td>
<td>Mereka menemukan Snow White bangun dari tidur dia.</td>
<td>Mereka menemukan Snow White bangun dari tidurnya.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Enough!</td>
<td>Cukup!</td>
<td>Itu sudah cukup!</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What do you mean?</td>
<td>Apa yang kamu maksud?</td>
<td>Maksudmu?</td>
<td></td>
</tr>
</tbody>
</table>
From the examples above. It is clearly seen the difference between bound and unbounded translation. Bound translation restricts the change of rank to translate from SL to TL. Whereas in the unbounded translation, there is no restriction of shifts or change of rank to translate from SL to TL.

As stated by Larson (1984) translation is classified into two major types. They are form-based and meaning-based translation. Form-based translation is known as literal translation since it makes every effort to follow the SL form(p.15). On the other hand, meaning-based translation attempts to communicate the meaning of SL text in natural forms of the receptor language. This kind of translation is called idiomatic translation.

Brislin (1976) states that: according to the purpose, translation can be divided into four types:

(a) pragmatic translation,

Pragmatic translation is the translation of a message with an interest in accuracy of the information meant to be communicated in the target language form. Belonging to such translation is the translation of technical information, such as repairing instructions.

(b) aesthetic-poetic translation,

The second type is aesthetic-poetic translation that does not only focus on the information, but also the emotion, feeling, beauty involved in the original writing.

(c) ethnographic translation,
The third is ethnographic translation that explicates the cultural context of the source and second language versions.

(d) linguistic translation

The last type is linguistic translation, the one that is concerned with equivalent meanings of the constituent morphemes of the second language and with grammatical form. Seen from this classification, the translation of literary work should be the aesthetic-poetic one (p.3-4).

Otherwise, Jakobson (1969) in Venuti (2000) states that the kind of translation is divided into three differently labeled:

1. Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language.
   For instance: Charles dickens’ *Animal Farm* is rewording into children language version but still in English.

2. Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language.
   For instance: a text in the Indonesian language is translated into English.
   A novel by Andrea Hirata, *Laskar Pelangi* has been translated into English to become “The Rainbow Troops”.

3. Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems.
   For instance: if we see a symbol on the road, picturing a spoon and a fork, it means that we will find a restaurant not too far from the road (p.114).
2.2.5 Translation Procedures

Nida (1964) divides his translation procedures into two categories: (1) Technical and (2) Organizational. The technical procedures concern to the processes followed the translator in converting an SL text into a TL text. Technical procedures consist essentially of three phases: (1) analysis of the respective SL and TL, (2) careful study of the SL text, and (3) determination of the appropriate equivalents (p. 241).

Newmark (1988) gives many translation procedures, such as: (1) transposition or shifts; (2) transference; (3) naturalization; (4) cultural equivalence (p. 81-92).

2.2.5.1 Transposition or Shifts

Shift is a procedure of translation involving a change in the grammar from Source Language to Target Language in order that the translation is acceptable and readable.

2.2.5.2 Transference

Newmark (1988) gives a definition of transference, “Transference is the process of transferring an SL word to a TL text as a translation procedure (p. 81).” Transference includes transliteration that relates to the conversion of different alphabets; such as the conversion of Arabic (e.g. assalamualaikum), Chinese (e.g. shio, feng shui), English (e.g. mouse, keyboard) into bahasa Indonesia.

There are several linguistic elements that are normally transferred. The first is the names of all living and most dead people. Second, the names of geographical and topographical include newly independent countries, unless they have recognized translation. Third, names of periodicals and newspapers. Fourth,
title of literary works, plays and films that have not been translated yet. Fifth, name of public or nationalized institutions except some of them that have recognized translations. Sixth, name of addresses including streets or areas.

Now, take a look on the example of each linguistic element in the following:

1. ST: *Rahmat bekerja di swalayan.*
   TT: *Rahmat works in a supermarket.*

2. ST: *Kami mengunjungi Batu Gantung.*
   TT: *We visit Batu Gantung.*

3. ST: *Ayah membaca koran Suara Indonesia setiap pagi.*
   TT: *Father reads Suara Indonesia newspaper every morning.*

4. ST: *Kami menonton sebuah film berjudul ‘Daun di atas Bantal’.*
   TT: *We watch a film entitled ‘Daun di atas Bantal’.*

5. ST: *Ayahnya bekerja di Bank Rakyat Indonesia.*
   TT: *His father works in Bank Rakyat Indonesia.*

   TT: *Jhon lives on Jalan Damai.*

2.2.5.3 Naturalization

Naturalization is a translation procedure that succeeds transference. It adapts the SL words first to the normal pronunciation, then to the normal morphology or word-form. Thus, the difference with transference is the adaptation of the ‘loan words’. Here are some examples of naturalization from English into bahasa Indonesia:

1. ST: Advise
   TT: Advise
2. ST: Practice
   TT: Praktik
3. ST: Satellite
   TT: Satelit

2.2.5.4 Cultural Equivalent

Cultural equivalent is a translation procedure that translates the SL cultural words by using the TL cultural words. It brings out an approximate translation because the TL cultural words are the approximate cultural equivalents. They are called approximate cultural equivalents since it is quite impossible to find two words in two languages (SL and TL) that absolutely have the same meaning. They are limited by the different and unique cultures of all countries or nations all over the words.
2.2.6 Shifts in Translation

Many theories of shifts have been delivered by many translation experts. One of them is presented by Vinay and Darbelnet, Munday (2001). They call it as ‘transposition’. They include transposition in their oblique translation theory. They say that transposition is a change of one part of speech for another without changing the sense. Transposition can be obligatory or optional. They see that transposition as ‘probably the most common structural change undertaken by translators’. They list at least ten different categories, such as: Verb → Noun, Adverb → Verb, etc.

Also, a theory of shift or transposition is brought by Newmark (1988). He uses the term transposition in his theory and divides transposition into four types in terms of grammatical change. They are: (1) the first type concerns word's form and position, (2) the second type is usually used when the TL does not have the equal grammatical structure of the SL, (3) the third type is defined as "the one where literal translation is grammatically possible but may not accord with the natural usage in the TL," and (4) the fourth type occurs when the translator uses a grammatical structure as a way to replace a lexical gap.

Although Vinay and Darbelnet or Newmark do not use the word ‘shift‘, in discussing translation shift, that is in effect what they are describing. The term itself is still to originate in Catford (1965) where he devotes a chapter to the subject. Catford is the first translation expert who introduces the theory and the term shift of translation, Munday (2001) Catford’s shift theory is the main theory which underlines this research.
Catford (1965) gives the definition of shifts as the departures from formal correspondence in the process of going from source language to the target language. There we find the term ‘formal correspondent’ that by Catford is defined as: any target language category (unit, class, structure, element of structure, etc.) which may be said to occupy, as nearly as possible, the ‘same’ place in the economy of the target language as the given source language category occupies in the source language.

There are two kinds of shifts stated by Catford (1965) Level Shift and Category Shift. The below explanation is also completed with some examples cited from Mujiyanto (2003).

2.2.6.1 Level Shifts

Catford (1965) defines this as shift which occurs when a source language item at one linguistic level has a target language item equivalent at different level. It can be various from range of grammar, phonology, graphology or lexis. The most common is the change from grammatical construction into lexical construction. For example:

(1) SL text We ought lie up in the barn.

TL text Sebaiknya kita berbaring di dalam lumbung.

The example (1) indicate that there is level-shift occurring between grammatical construction ought to into lexical construction sebaiknya.
2.2.6.2 Category Shifts

The second type of shift, category shift, deals with unbounded and rank-unbound translation. The term ‘rank-bound’ translation simply refers to particular cases where equivalences is intentionally limited to ranks below the sentences. Meanwhile, unbounded translation means the translation equivalences may take place in any appropriate rank whether it is a sentence, clause, phrase (group), word, or morpheme.

(Machali, 1998) identifies five units representing ranks in English, namely sentence, clause, group (or phrase), word, and morpheme.

Halliday (1985) in Machali (1998) identifies five units representing ranks in English, namely sentence, clause, group (or phrase), word, and morpheme (p.13).

1) Sentence

Sentence is a group of words conveying a question, a statement, etc.

E.g. ‘Quinn will visit me this coming December.’

2) Clause

Clause is a group of words having a subject and a verb.

E.g. ‘Quinn will visit me this coming December and bring me a present.’

Example above consists of two clauses based on the verbs used.

3) Group (phrase)

Group (phrase) means a group of words which do not have a finite verb.

Phrase forms a part of a sentence. In some cases, phrase is a group of words containing a certain meaning if they are used together. There are
five kinds of phrase, namely noun phrase, adjective phrase, adverb phrase, verb phrase, and prepositional phrase.

3.1) Noun phrase

Noun phrase is a word group with a noun or pronoun as its head and the noun head can be accompanied by modifiers, determiners (as, the, a), or complements.

E.g. 'A new brown wooden table.'

Example above is an illustration of noun phrase where a noun ‘table’ is modified by three adjectives ‘new’, ‘brown’, and ‘wooden’.

3.2) Adjective phrase

Adjective phrase is the adjective in a group of words.

E.g. 'The police arrested a man of criminal nature.'

3.3) Adverb phrase

Adverb phrase is the work of an adverb can be done by a group of words.

E.g. 'Clinton ran with great speed.'

3.4) Verb phrase

Verb phrase is a combination of a verb and a particle (auxiliaries, complements, or modifiers).

E.g. 'No one gets away with murderer.'

3.5) Prepositional phrase

Prepositional phrase is a phrase which begins with a preposition and ends with a noun, pronoun, gerund or clause, and the “object” of the
preposition. The object of preposition often has one or more modifiers to describe it.

E.g. ‘From my grandmother.’

4) Word

Word is a letter or a group of letters which have meaning.

E.g. ‘Brown, bring, smart, etc.’

5) Morpheme

Morpheme means the smallest unit of meaning which a word can be separated into.

E.g. The suffix ‘ence’ in the word ‘correspondence’ indicates that the word is a noun in English.

Those units of language are found in Bahasa Indonesia as well Machali (1998). The recognition of their distribution, status, and meaning are not similar in Bahasa Indonesia. In the group of category shift, there are four shifts, namely structure-shifts, class-shifts, unit-shifts, and intra-system-shifts.

2.2.6.2.1 Structure-Shifts

Structure-shifts deal with changes of clause-structure (Subject, Predicate, Object, Complement, etc.) or group rank (head, modifier, qualifier, etc.). They occur in phonological and graphological translation as well as in total translation. These are said by Catford (1965) to be the most common form of shift and to involve mostly a shift in grammatical structure. The examples of structure-shifts are cited from Mujiyanto (2003) who gives four types of grammatical changes related to the structure-shifts:
(a) Changing the sentence form

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aff Se</td>
<td>Aff Se</td>
</tr>
<tr>
<td>Intro Se</td>
<td>Intro Se</td>
</tr>
<tr>
<td>Imp Se</td>
<td>Imp Se</td>
</tr>
</tbody>
</table>

From the image above we can see that some sentences can be changed for the form. They may be translated into the same forms. However, some of them may be changed into other forms such as affirmative, interrogative and imperative sentences.

For Example:

(2) SL text *You try it.*
    TL text *Maukah anda mencoba?*

(3) SL text *We must shut up.*
    TL text *Tutup mulutmu!*

(4) SL text *Come tomorrow night.*
    TL text *Bisa kau datang cepat?*

From example (2), we see that SL text is in the form of affirmative sentence. But in the TL text, it is translated into interrogative sentence. This shift is committed by adding interrogative word *maukah* in the initial position. Example (3) shows that SL text in the form of affirmative sentence is translated into imperative in TL. This shift is committed by omitting modal *must* and placing verb *tutup* in the initial position. While in example (4) SL text in the form of
imperative sentence is translated into interrogative sentence in TL. This is marked by tag question *bukan*.

(b) Combination between two sentences or clauses

For the explanation of combination between two sentences or clauses, see these examples (5), (6) and (7) below:

(5) SL text *Come on. We go to whore house before it shut*

    TL text *Mari kita pergi ke rumah pelacuran selagi masih belum tutup.*

(6) SL text *Open the bottle. Bring a glass*

    TL text *Buka botolnya dan ambilkan gelas-gelasnya.*

(7) SL text *Tell me what it is.*

    TL text *Katakan sajalah.*

Example (5) represents the shift from two independent sentences in SL into one complex sentence in TL where the first sentence is considered as the main clause and the second sentence is replaced by adverbial clause. While in example (6), two sentences in SL are translated into a compound sentence. And example (7) shows that a complex sentence in SL which the main clause *tell me* and noun clause what it is are translated into a single sentence *katakan sajalah.*

(c) Split of sentence

In sentences (8) and (9), the shift in form of split sentence is discussed.
Example (8) shows that SL text is in the form of compound sentence. It is then translated into two sentences in TL with the conjunction *dan*. While in example (9) a single sentence in SL is translated into a complex sentence in TL. The addition *aku kira* is functional as a main clause.

**d) Word order**

This shift occurs when SL rank scale sequence is translated into different rank scale sequence. The term sequence implies that the shift occurs in the level higher than word. For example:

(10) SL text *Extended family.*

TL text *Keluarga besar.*

Example (10) a noun phrase with adjective *extended* as the modifier and noun family as the head, forming MH construction, is translated into the reversal construction in TL.

### 2.2.6.2.2 Class-shifts

Following Halliday, a class is defined as that grouping of members of a given unit which is defined by operation in the structure of the unit next above. Class-shifts occur when the translation equivalent of a source
language item is a member of a different class from the original item. This means that a word class in source language can be translated into a different class in the target language. This shift that the changes of word class affect those of phrase and clause form includes the rank scale of word, phrase and sentence. For example:

(12) SL text  *Don’t you want a drink?*  
TL text  *Tidakkah kau mau minum.*

(13) SL text  *Kiss me good bye.*  
TL text  *Berilah aku cium perpisahan.*

Example (12) shows that SL text with *a drink* as a noun phrase and function as object, is translated into verb phrase *mau minum* with *minum* as the verb and *mau* as the adverb. In contrast, in example (13) there is a verb phrase in form of verb *kiss*, a predicate. The verb is translated into *cium perpisahan*, with noun *cium* and *perpisahan*, forming a noun phrase function as object.

2.2.6.2.3 Unit-shifts

Unit-shifts mean changes of rank, i.e. departures from formal correspondence in which the translation equivalent of a unit at one rank in the source language is a unit at a different rank in the target language. ‘Rank’ here refers to the hierarchical linguistic units of sentence, clause, phrase, word and morpheme form. Here are the examples:

(14) SL text  *You can’t do that.*  
TL text  *Jangan begitu.*
We can see in example (14) that SL text which in the form of clause is translated in TL into phrase. While in example (15) the SL text which in the form of clause is translated into a word. And in example (16), SL text in the form of phrase (VP) is translated into a word.

Figure 2.1

Kinds of unit shifts or change of rank

There are fourteen unit shifts that find between English and Bahasa Indonesia. There are unit shifts from morpheme into word, unit shifts from morpheme into phrase, unit shifts from word into phrase, unit shifts from word into clause, unit shifts from phrase into word into sentence, unit shifts from phrase into word, unit shifts from phrase into clause, unit shifts from phrase into
sentence, unit shifts from clause into word, unit shifts from clause into phrase, unit shifts from clause into sentence, unit shifts from sentence into word, unit shifts from sentence into phrase and unit shifts from sentence into clause.

2.2.6.2.4 Intra-system-shifts

Catford uses this term for those cases where source language and target language possess system which approximately correspond formally as to their constitution, but the translation involves selection of a non-corresponding term in the target language system. For example is the case of singular and plural form between source language and target language in examples (17) and (18) below:

(17) SL text Then shut up.

TL text Kalau begitu tutuplah mulutmu.

(18) SL text You want a drink, Sanders?

TL text Minum, Sanders?

In example (17), the use of imperative clause of TL tutuplah mulutmu as translation equivalent of verb phrase shut up in SL indicates the use of another TL form to give command since this form may be replaced, for example, into diam. Example (18) also shows the same idea. But example (18) only uses one word minum in TL to replace you want a drink in SL, though it may be changed into anda mau minum.

2.2.6.3 Meaning Shifts

Meaning shifts occur because of the different culture and point of view between the users of Sour Text and Target Text. In the meaning shifts, there is a
change of meaning in the translation of Source Text to Target Text. The meaning shifts can be divide into three kinds, namely shifts from general meaning to specific ones, shifts from specific meaning to general ones, and shifts caused by socio and cultural aspects.

1. Shifts from general meaning to the specific ones

e.g.

ST : They are students of a well known university

TT : Mereka adalah para mahasiswa dari sebuah universitas terkenal.

The word student has a general meaning. It refers to all people who study whether in elementary school, junior high school, senior high school and university. But in Target Text, it is translated mahasiswa that has a more specific meaning. It refers to all people who study in the university.

2. Shifts from specific meaning to the general ones

e.g.

1. ST : He is our enemy.

TT: Dia adalah musuh saya.

2. ST : She is our enemy.

TT : Dia adalah musuh kita.

The word he and she have specific meaning, in which he refers to man whereas she refers to woman. However, the translation become more general in which both of them are translated dia that may refers to man and woman.
3. Shifts caused by socio and cultural aspects

These meaning shifts are caused by socio and cultural aspects such as culture, social class, age and gender. As an example, the translators may replace a correspondence because it is not accustomed in the culture of Target Text.

2.2.7 Narrative Text

Narrative text is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. In narrative text, there are three generic structures; orientation, complication and resolution. The language features of narrative text are using processes verbs, using temporal conjunction and using simple past tense.

2.3 Theoretical Framework

This study is conducted with the following theoretical framework using theory from Catford (1965) cited by Mujiyanto (2003). The study will investigate four types of grammatical changes related to the structure-shifts such as:

a. Changing the sentences form.

b. Combination between two sentences or clauses.

c. Split of sentence.

d. Word order.

The theoretical framework can be easily seen on diagram figure 1.2.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, I would like to present the conclusions and suggestions. The conclusions are derived from the result of the data analysis and discussion of research findings which are presented in the precious chapter of this study. This chapter also mentions some suggestions.

5.1 Conclusions

After analyzing the data from the students’ writing English-Indonesian translation of narrative text, I can conclude that:

Firstly, structure shift deals with changes of clause-structure (Subject, Predicate, Object, Complement, etc) or group rank (head, modifier, qualifier, etc). There are four types of grammatical changes related to the structure-shifts: changing the sentence form, combination between two sentences or clauses, split of sentence, and word order.

In short, it can be seen that from the analysis data that there are 47 structure shifts containing 4 types of structure shifts. There are changing the sentence form, combination between two clauses or sentences, split of sentences or clauses and word order. It is just 1 change in changing the sentence form or 2.1%. There are 4 changes in combination between two clauses or sentences or 8.3%. In split of sentences or clauses, the shift occurs 6 changes or 12.5%. And the last is word order. There are 37 changes or 77.1%. It can be seen that the change of word order
from source language to target language are the most dominant in this structure shifts.

Secondly, the research study about structure shifts that have been done on the students’ writing English-Indonesian translation of narrative text shows that the translator of the text has been doing the process of translating the meaning from the source language to the target language properly, although there are still some part that is not conveyed yet. It is known from the structure-shifts that occur in the process of translating and most of them are word order.

5.2 Suggestions
After concluding the results of the analysis, there are some suggestions which I will deliver to the English Department students who read this research about the students’ writing of English-Indonesian translation narrative text. First, the research about this topic is not suitable if the objects are Junior High School students or Senior High School students. Because they do not study about translation, they just asked to translate some texts and the purpose of that is they will know the meaning of the text. Therefore, it will suitable for the future researcher, who wants to conduct with another translation shift, the object should English Department Students. Because they study about translation, the result will be satisfied enough. Second, we will learn more about theory of translation that we barely get from our lecturer. That actually there so many researcher that discuss about translation theory.
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