

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter explains the findings that were found in this research. The findings are explained based on the research question. The first finding deals with the shifts between source text (ST) and target text (TT) made by the students in translating the text. Second of all deals with the techniques used by the students in translating the text.

#### **A. Findings**

After conducting the research there are some points which were found in this research. The points are highlighted in the shifts occurred in this students' translational work, both level, and category shift. Consequently, the category shift was also broken down into structure, unit, class, and intra-system shift. Further ahead, the translation technique and procedure were also exposed based on the theory proposed by Vinay and Darbelnet (cited in Munday 2019). The theory of translation technique used is direct and oblique translation technique. Direct translation technique is divided into borrowing, calque and literal translation which emphasize target text, despite the fact that Oblique translation which focuses on Target text is also distributed into four major procedures, transposition, modulation, equivalence, and adaptation. Afterwards, the number of the most dominant shift and techniques were categorized. In consequence, the researcher associated the shifts and the techniques in order to determine the interconnection between shifts and techniques.

## **1. Shift in Students Translation Work**

### **a. Level Shift**

Since the presence of translation, the shift is an inevitable thing in translation. Translation shift, therefore, is a common thing in the world of translation. Level shift, in this case, occurred when the correspondence meaning between languages occurs at a different level. Thus, in this translational work, level shift unavoidably occurred. It is found in this research that level shift occurred in the range of word for word translation. In other word, as it is seen under the grammatical equivalence perspective, the level of English in Bahasa is different. Therefore, the level shift is a departure from English grammar to Bahasa grammar equivalence, though, the level is different. There are 105 level shifts that occurred in this research.

### **a. Category Shift in students' translational work**

As the research focuses on the shift that is made by the students, the second shift that occurred in this research is the category shift. It is universally known that category shift is divided into four categories namely; structure shift, class shift, unit shift, and intra-system shift. Thus, those categories are found in this research with different frequencies.

#### **1) Structure Shift**

In this research, there are 233 shifts occurred in students' translational work. Structure shift is the most dominant shift that occurred in students' translational work. Thus, it happened as the grammatical role

of Bahasa and English is different. The role of the Head-modifier between English and Bahasa is different, therefore structure shift dominantly occurred in students' translational work. This case occurred in the area of Noun Phrase, Adverbial Phrase, and prepositional phrase. Thus, the shift only occurs in the category of the phrase

## **2) Class Shift**

A class shift occurred in this translational work. Students change some part of speech in their translational work. It happened since the class of word between English and Bahasa is different. Again, grammatical role plays in this category. The change of noun in ST into Adverb in TT is often occurred due to the appropriateness and grammatical function. The class shift occurred in the category of the word to word. This shift occurred for 138 times in this research.

## **3) Unit shift**

Unit shift is the shift that changes the unit of phrase or sentence. In this translational work unit sentence occurred due to grammatical role and the idea of the translator. Thus, the translator has a role in determining this shift. In unit shift, the translator changes the phrase into a single word or vice versa. Thus, there are four conditions found related to this unit shift. Firstly, the shift of word to the phrase, secondly the shift from phrase to word, thirdly, the shift from phrase to the clause, and finally, the shift from phrase to phrase. In total there are 126 unit shifts in this research.

#### **4) Intra-system Shift**

In this intra-system shift, the one that determines the shift is a grammatical role, otherwise, the knowledge of the translator also influences the shift. This is the shift where the system of language plays a role in its shift. The idea of plural and singular is the most occurred shift. Due to differences in grammar in the form of counting. English determines the plural using “s” while Bahasa Indonesia uses the repetitive word to indicate plurality. This shift occurred in the range of word to word shift, and word to phrase shift. There are 91 intra-system shifts made in this research.

## **2. Techniques Used in the Translation Shift**

Direct and Oblique translation techniques were used in translating the text. In order to translate the text, the students need to do some techniques. Theoretically, though, they may do not know what technique they used in translating the text from English into Bahasa Indonesia translation. Thus, throughout the research, those methods are performed in the shifts of students’ translation work. Both shifts and techniques have really close relations in the world of translation. Each part influences one and another. Thus, it is found that both level shift and category shift relate to Technique in translation both direct and oblique.

### **a. Direct Translation**

#### **1) Literal Translation**

A literal translation is the only direct method used in this research, since, the technique is limited to the shift as well as the unit lingual.

Borrowing is not categorized as shift since it is a direct transfer from ST to TT without any change. Calque, however, is not included since it is categorized as phonological translation. Literal translation then applied in this research. The shift is used for the word to word shift. In other words, it is used for the level shift, class shift and intra-system shift in 293 times.

## **b. Oblique Translation**

### **1) Transposition**

Transposition is the technique which transposes the position of the word in translation. Therefore, a transposition is suitable for structure shift. This technique has always walk together with structure shifts. Therefore, this technique occurred 233 times in this research as it is also the same frequency on structure shift,

### **2) Modulation**

Giving further explanation is the idea of modulation. Modulation, therefore, identical with the addition, however, the omission is also made in modulation. Modulation is associated with an up-rank as well as a down-rank shift. Therefore, unit shift and intra-system shift are the shift that can be translated using modulation. It occurred 103 times.

### **3) Adaptation**

Equivalence meaning is the goal of translation. Nonetheless, some references may not be categorized equivalently. The adaptation technique, therefore, performed to give a more realistic sample of the situation between ST and TT. Adaptation refers to a generalization of the object as well as the

alteration of the object from ST to TT. Thus, it occurs on the unit shift in 61 times.

Table 1. Shifts and techniques used in students' translation

Shift		Classification		Translation Techniques				Frequency
				Literal	Transposition	Modulation	Adaptation	
Level Shift		Word → Word		105				105
Category Shift	Structure Shift	Phrase → Phrase			233			233
	Class Shift	Word →	Pre - Verb	54				138
		Word	Adj - Verb	84				
	Unit Shift	Phrase → Word				26		126
		Word → Phrase				39		
		Phrase → Phrase					61	
	Intra-system Shift	Word → Word		53				91
		Word → Phrase				38		
TOTAL								693

As mentioned in the table, level shift has interconnection with literal translation, as well as class shift and intra-system shift. It is because the shift is made in form of word to word. Meanwhile, structure shift has exactly the same interconnection with transposition. The whole structure shifts are translated using transposition, since the system of head and modifier between Bahasa and English is upside down. Modulation has most role in translating the shift in this translation. It goes through unit shift, and also intra-system shift. Finally, adaptation is applied in unit shift as some objects between ST and TT are different but refers to the same thing.

## **B. Discussion**

The present research investigates the shifts and the techniques used in students' translation work. The occurred shifts are presented with the condition of the shifts whether word to phrase or phrase to word. Furthermore, the techniques used in those shifts are also exposed and described. Related theories on the shifts and translation techniques are included.

### **1. Shift in Students' translational work**

Shift is a common thing in translation, since the differences among languages can be slightly different or even totally different. Moreover, sometimes the equivalence meaning among languages is also different. In this chapter, the shifts that occur in students' translational work will be explained based on the Catford's theory which is specifically addressed on shift, both level shift and category shift.

## b. Level Shift

Level shift is the shift that occurs in the level of a language system, between ST and TT. This level shift often occurs since the system of language is different between one and another. Therefore, in order to fulfill the system of language level shift is also occurred.

- (1) ST : “**The fire has burned** nearly 2,500 hectares of land” (Student 1)  
TT : “**api tersebut telah membakar** kurang lebih 2500 hektar lahan.”(Student 1)
- (2) ST : “The fire appliance **was stationed** along the roads.”(Student 4)  
TT : “mobil pemadam kebakaran **telah dikerahkan** sepanjang jalan” (Student 4)

The shift is associated with the level of equivalence or correspondence of language. Thus, in this translational work, it unavoidably occurs. The word “have, has and had” indicate that some activities are done in an immediate period when it is followed by a past participle or known as perfect tense. As a result, the translation of it will be added by “*sudah*” in Bahasa, whereas, “have, has, or had” literally is not the word for word translation of it. In Bahasa, to mention the thing that has been done may use “*sudah* or *telah*” to indicate that the activity is perfectly done. It is the level of formal correspondence of ST and TT that creates this idea. The difference of grammatical role creates this shift as the most appropriate way to have formal correspondence in translation. The first data shows that the phrase “**The fire has burned**” is translated into “**Api tersebut telah membakar**”. The

auxiliary “have” is translated as “*sudah*”. It indicates that the fire has occurred and burned some of the bushlands. This translation shift has familiarly acknowledged being the formal correspondence in a level shift. Every auxiliary “has, have or had” in the perfect tense will be translated as “*sudah* or *telah*” in Bahasa. On the other hand, the idea of passive voice in English is also different from Bahasa. In this case “**were stationed**” in data 2 is translated by “**telah dikerahkan**” as the formal correspondence of it in the level of TT. Hence, in English, when “to be” is followed by past participle is called as passive voice. In short, to be here is the sign of passive voice, it has no meaning as it supposed to be. As it is stated by Catford (1965:91) that level shift is the shift in terms of grammatical level between ST and TT. It occurs since the level of language is considered equivalent. However, Dorri (2016) states that the idea of past perfect or in other languages like Persian can be categorized as an intra-system shift. Persian has similar grammatical as English, therefore, the change of every past perfect to simple past or vice-versa is categorized as intra-system. It also occurs in Arabic since the idea of the present, past and past perfect are related to the number of the object. In conclusion, level shift and intra-system shift have similarity, it can be distinguished through different perspectives.

### c. Category Shift

In order to find the equivalent meaning, an up-rank and down-rank shift are common. Thus, the category shift is employed in order to gain the closest or nearly equivalence meaning in translation. Category shift has four

subdivisions, namely, structure shift, class shift, unit shift, and intra-system shift.

### 1) Structure Shift

In translating the text, the equivalence meaning is the goal, thus, students shift some category in translating the translational work. In this case, the Head modifier of Source Language is translated in vice versa of Target Language. Structure shift in translation is a common thing that category shifts mostly occur in the shape of the phrase. The differences in grammar mainly effect this shift. Therefore, this shift occurs in a group of phrases or sentences. Data 3 and 4 explain that the formation of the phrase between Bahasa Indonesia and English is different.

(3) ST : “Hundreds of **Australian Firefighters** ...” (Student 1)  
TT : “Ratusan **Pemadam Kebakaran Australia** ...”  
(Student 1)

(4) ST : “that flying embers could spark **new blazes**” (student 4)  
TT : “bara api yang terbang dapat menghidupkan **kebakaran baru**” (Student 4)

In this case, the translator reverses the role of head and modifier. This happens because of the different language systems between Bahasa and English. The noun phrase “**Australian Firefighters**” is translated as a noun phrase as well “**Pemadam Kebakaran Australia**” but the role of Head and modifier is reversed.

Australian Modifier	Fire-fighter Head
Pemadam Kebakaran Head	Australia Modifier

In the role of English grammatical theory, the head is placed after modifier, on the contrary, in Bahasa the head is placed in front of the modifier. “Fighters” is the head of this phrase which is positioned at the last of the word order, on the contrary, “*pemadam*” as the equivalence meaning of “fighter” is placed at the beginning of the word order.

New Modifier	Blazes Head
Api Head	Baru Modifier

Furthermore, data 4 shows that “**New blazes**” is translated into “**api baru**”, the translator reverses the role of head modifier as the data 3. Despite the differences in grammatical roles, the translator wants to clearly explain the ST Structure shift that occurs in the structural part of the sentence, whether it is a word, clause, phrase, or sentence itself, it occurs in the same category between ST and TT (Catford, 1965:93). Both data show that the role of head and modifier between Bahasa and English is different. The shift is correctly matched between ST and TT. However, the clarity of TT needs to be clarified so than the reader can enjoy reading the text. This idea is common since the translators are not the translation student. It is in line with the research that has been conducted by Dweik & Thalji, (2015) that as non-

translation students, complexity and readability of the translated text is common.

## 2) Class Shift

Another shift that occurs in this translation work is class shift. Class shift occurs due to different grammatical roles between ST and TT particularly in part of speech. Class shift is the shift of part of speech between ST and TT. It normally happens since the equivalence meaning is the goal in translation. Some examples are below.

- (5) ST : “Shane Fitzsimmons from the RFS said the fire was **behaving** "very aggressively" (Student 4)
- TT : “Shane Fitzsimmons dari RFS berkata bahwa **perilaku** api sedang sangat agresif.” (Student 4)
- (6) ST : “Strong winds have been pushing the flames north and east **towards** suburban areas.” (Student 14)
- TT : “Angin kencang telah mendorong api ke utara dan timur **mengarah** ke area pemukiman.” (Student 14)

Class shift, as it is the shift of words class, such as noun, verb, adverb, adjective, preposition, conjunction and pronoun of the source text (ST) may be changed in the target text (TT). It occurred in students’ work. Thus, the class of the word “**Behaving**” which is a “Verb + Ing” in ST as the connection of “was” in the role of past continuous tense, is translated into “**perilaku**” which is a noun in TT. As a result, Verb in ST is changed into noun in TT. However, none of the students translated it into

**“karakter”** as the expert translator did. Nevertheless, it is considered equivalent in terms of meaning.

In the second sample, it is shown that the change is made in the form of preposition becoming a verb. The word **“towards”** as a preposition, in English, is translated into **“mengarah”** which is a verb in Bahasa. This shift occurs due to the understanding of the students. Thus, the class of word is changed in this translation, preposition is changed into verb. Thus, it is in line with the idea of Catford,(1965:55) who states that Class Shift is the change of word, it is because the translator aims his translation to be equivalent between ST and TT.

### **3) Unit Shift**

In order to produce a natural taste in translational work, the unit shift maybe is done by a translator. This unit shift is the shift of unit source text into the target text of morpheme or even word. Second of all, there might be different utterances or different term but it reflects the same thing, this is what we call unit shift. Unit shifts often occur in translation due to different terms in the language.

#### **a) Word → Phrase**

A shift in translation is inevitable. This up-rank shift is common in the unit shift. The idea of equivalence is the foundation in creating this shift. It is mentioned the equivalence meaning is successfully gained in the data 7 and 8.

- (7) ST : “Strong winds have been pushing the flames **north....**” (Student 1)
- TT : “Angin kencang telah mendorong kebakarannya **ke arah utara ....**” (Student 1)
- (8) ST : “... **Australians** are presented with by nature,” (Student 14)
- TT : “... **Warga Australia** didapatkan dari alam,” (Student14)

In this first case, the translator widens the TT into “**ke arah utara**” in fact, literally, the word “**north**” is equal to “**Utara**” the translator aims to give a further explanation by adding the information of the word “north”. North plays as a noun while “**ke arath utara**” is an adverb that explains the place or in short it is called adverbial of place. Data 8 shows that languages vary. Consequently, the equivalent is also different. “**Australian**” in TT refers to “**Warga Australia**” in TT. Thus, it is counted as a unit shift. In ST we found only a word, but in ST it turns into the phrase. In short, it means that the knowledge of ST and TT is fully obtained by the students since the background of ST and TT appears in this translation. It is in line with the idea brought by Machali (2009:5) that translators’ knowledge of ST and TT is one of the requirements of a good translation.

However, to deal with this idea is not easy for some students. Translating the word by word was done by the students, it proofs that knowledge on both ST and TT is important to create a good translation. The discussions as follows:

- ST “Strong wind has been pushing the flame **north** and **east**...”  
(Student 6)
- TT “Angin kencang telah mendorong api **utara** dan **timur**...”  
(Student 6)

This translation is considered as incorrect since the shift is considered as inappropriate since the translation hinders the readers to understand the meaning. Thus, it is not equivalent in terms of meaning. This is proof that the language competence of the translator is important in order to give a clear explanation from ST to TT (Machali, 2009:5).

#### b) Phrase → Word

The shift from phrase to a word is categorized as the down-rank shift. This shift is the departure of a group of words into only a word.

- (9) ST : “Passengers on a **suburban train** have filmed **dramatic scenes**” (Student 1)
- TT : “Banyak penumpang **kereta** yang telah mengabadikan **kebakaran** itu” (Student 1)
- (10) ST : “but we have to deal with the worst that **Mother Nature** can throw at us a,” (Student 13)
- TT : “tapi kita harus mengatasi kemungkinan terburuk bahwa **alam** dapat memberikan yang lebih buruk lagi (Student 13)

Data 9 shows that the translator generalizes the phrase “**suburban train**” in ST into “**kereta**” in TT. The phrase in ST is translated into a word in TT. The idea of a suburban train does not exist in Indonesia. Thus, the translator generalizes it into kereta as it is equal to a transportation

vehicle named suburban train. It is in line with data 10 which “**mother nature**” in ST is translated into “**alam**” in ST. the phrase mother nature refers to nature which contextually on unusual condition. Therefore, the translator translates it into “alam” as the phrase “mother nature” refers to nature itself. This shift is common since the formal equivalence of ST and TT is met in a different unit, this creates “generalization” in translation as the idea brought by Vinay & Darbelnet (cited in Munday,2012:86-89).

### c) **Phrase → Phrase**

Another up-rank shift occurred in the range of phrase to phrase. As it is a unit shift, the shift occurred by the addition of phrase unit.

(11) ST : “it brings out the **Australian spirit**,” (Student 2)

TT : “alam telah membangkitkan **semangat orang Australia** (Student 2)

(12) ST : “Hundreds of Australian firefighters are tackling a **large bushfire**” (Student 15)

TT : “Ratusan pemadam kebakaran Australia, bergelut dengan **kebakaran lahan yang besar**” (Student 15)

It can be seen that in both data 11 and 12, the shift occurred from phrase to phrase. it is categorized as unit shift since the unit of the phrase is different. In data 11 the phrase “**Australian spirit**” in ST is translated into “**semangat orang Australia**” in TT. Thus, the phrase unit is added in the word “Australian” since the equivalence meaning of it refers to “orang Australia” in Bahasa. In data 12, the phrase “**large bushfire**” in

ST corresponds to “**kebakaran lahan yang besar**” in TT. Thus, both data show that the unit shift occurred by adding more information in order to give a clear explanation in TT. The role of unit shift in the category of up-rank shift is to give a clearer explanation so that the equivalence meaning can be gained in TT. This is in line with Larson (1984:249-255) that translation equivalence can occur in a different way, translation based meaning is the ideal one to meet the equivalence meaning of a translation. Furthermore, an interesting discussion comes in the translation of “**it**” in data 11 that is translated into “**Alam**”. This translation is considered as correct translation since it reflects the idea of “**Mother-nature**” that is mentioned earlier in the passage. It can be concluded that the understanding of the translator is good since the translator can reflect on the idea of cohesiveness. Thus, knowledge is an important thing in translation to give a clear cut explanation toward the text (Machali, 2009:5).

#### **4) Intra-system Shift**

Intra-system shift is the shift which occurs internally in the system of language itself. This is for those cases where source text and target text possess systems which approximately correspond formally as to their constitution, but when translation involves selection of non-corresponding term in the target text system. It is universally known that the system of languages is different. As well as Bahasa and English, in this case. There are many intra-system shifts that occur in this translational work.

First, it deals with the number of the subject. The system of expressing plural and singular between Bahasa and English is different. They are regarded only on the assumption that is a formal correspondence between the two languages, (Herman, 2014:31-38).

**a) Word → Word**

The first idea of the intra-system deals with the change from word to word. It means that the idea of plurality in ST is not followed by TT. The explanation mentioned in data 13 and 14

(13) ST : “**Passengers** on a suburban train ... “ (Student 10)

TT : “**Penumpang** kereta ...” (Student 10)

(14) ST : “Strong **winds** have been pushing the **flames**” (Student 13)

TT : “**Angin** kencang telah mendorong **api**” (Student 13)

Data 13 and 14 explain that the noun in ST is plural, “**passengers**” however, it is translated as singular in TT “**penumpang**”. In ST, passengers refer to more than one passenger on the train. On the contrary, in TT the word *penumpang* refers to only one passenger, whereas, the passenger on the train is many. Data 16, the word “**winds**” and “**flames**” are a countable noun, therefore, it is written in plural form, although, we cannot count the wind and flame. The idea of “**winds**” refers to the strengths and the direction of the wind, it is translated into “**angin**” in the singular form in TT. The same idea occurs in the word “**flames**” in TT that is translated into “**api**” in TT.

## b) Word → Phrase

The idea of intra-system can also occur in the up-rank shift. It occurs since the idea of plurality in Bahasa is different.

(15) ST : “**Passengers** on a suburban train ... “ (Student 8)

TT : “**Para penumpang** kereta di pinggiran kota “ (Student 8)

(16) ST : “a large bushfire that has reportedly affected **homes** in the southern suburbs of Sydney.” (Student 18)

TT : “kebakaran semak-semak yang melebar yang dilaporkan telah berpengaruh pada **beberapa rumah** yang ad di pinggiran kota.” (Student 18)

In English as the source text (ST) in order to express plurality, therefore “s” is added as a mark plural. On the other hand, in Bahasa, it may be added by repetitive words or combining prepositions. “**Passengers** on a suburban train ... “in data 17 is translated into ““**Para penumpang** kereta ...” in ST. The preposition in Bahasa indicates a number of the noun. The word “para” is preposition which indicates plurality in Bahasa. The system in Bahasa to show plurality is not that simple. It also occurs in data 28, the word “**homes**” is translated into “**beberapa rumah**” in TT. Thus, the word is shifted into a phrase in this intra-system shift. In accordance, to show the plurality in Bahasa, it might be employed the repetitive word, for example, *buku-buku*, *mobil-mobil*, etc, on the other way additional words like; *banyak*, *para*, *beberapa*, maight be used to indicate plurality.

## 2. Techniques Used in Students' Translation Shift

Transferring meaning as the notion of translation, of course, relates to the technique as the process to produce the translation. Thus, the shift both level shift and category shift are translated using a variety of techniques. In this research, the direct and oblique technique is employed in translating those shifts. There was one direct translation employed namely, literal translation, and three oblique translation techniques namely, transposition, modulation, and adaptation.

### a. Literal Translation Technique

#### 1) Level Shift

As the language systems in the world are not the same between one and another, the level shift commonly occurs in translation. Thus, in translating the text, literal translation in the direct method of Vinay and Darbelnet is applied. Literal translation and level shift are connected as they have the same structure in translation.

(17) ST: “**The fire has burned** nearly 2,500 hectares of land,”  
(Student 1)

TT: “**api tersebut telah membakar** kurang lebih 2500 hektar lahan” (Student 1)

(18) ST: “Hundreds of Australian firefighters **are tackling** a large bushfire” (Student 6)

TT: “Ratusan pemadam kebakaran Australia **sedang menangani** kebakaran hutan besar” (Student 6)

Thus, it can be seen from data 17 and 18 that Level Shift often occurred in line with the literal translation technique. The range of level shift is a word for word translation, thus, the change is made on the range of word to word equivalence. Level shift, as it is universally known that it is about the language system used in both ST and TT. In this translation case, “**The fire has burned**” is laterally translated or word for word translation is applied become “**api tersebut telah membakar**”. “**The fire**” becomes “**api tersebut**” as the presence of the article “**the**” which usually explains the “known” thing. Therefore, the use of “**tersebut**” indicates that the fire is the fire that is found in the area of bush land fire. Furthermore, the word “**has**” which is an auxiliary is translated into “**sudah**” which indicates the event that is already happened. In another word, the translator wanted to express that the fire is happened and burned the bush land already. Consequently, the presence of auxiliary “has” must be followed by a past participle or verb 3 in English, thus the word “burn” becomes “burned” as it is a form of the perfect tense. Meanwhile, in TT or Bahasa, to indicate the event that has been done is by simply putting the word “**sudah**”, and the verb is the same “**membakar**” without any change. It mostly occurs in translation English to Bahasa that the auxiliary “have” or “have” is translated into “sudah”. This case is found 82 times in this translation work.

Second of all, another level shift that is occurred in this bilingual translation is that indicating continuous between English and Bahasa is different. In English present continuous is acknowledged to be the tense that

indicates the event currently happens at particular time. On the other hand, in Bahasa the concept of continuous is simply expressed by adding the word “sedang”. In this translation “Hundreds of Australian firefighters **are tackling** a large bush fire” is translated “Ratusan pemadam kebakaran Australia **sedang menangani** kebakaran hutan besar”. In this case “**are**” is translated into “**sedang**”, in fact, literally is not an adverb, “are” can be a verb in a nominal sentence and “to be” in a verbal sentence. In English, to indicate continuous event to stand before the verb, consequently, the verb must be added by “ing” at as the last new formed morpheme of the original word. Thus, the rule of continuous tense. Therefore, the verb, in this case, is added as “tackling” reformed from “tackle”. Somehow, in Bahasa, there is no change in the verb. Therefore, it is literally translated into “**menangani**”, since the language system between Bahasa and English is different. The tendency on translating “to be” “is and are” into “sedang” is commonly occurred not only in this translation but also in English into Bahasa translation in general.

Thus, it is in line with Baker, (2001:23-30) who introduces the idea of equivalence that is divided into six categories, 1) Equivalence at word level, 2) Equivalence above word level, 3) Grammatical Equivalence, 4) Textual Equivalence in term of thematic and information structures, structures, 5) Textual Equivalence of cohesion, and 6) Pragmatic equivalence. In this case, the shift is made under the idea of Equivalence at word level as well as grammatical equivalence. In tis level shift, the first

equivalence idea is met, as it is the grammatical shift that is literally translated. All level shifts that occurred are translated using literal translation. Literal translation back then is the theory that is proposed by Vinay and Darbelnet (cited in Munday 2012: 86-89). Thus level shift and literal translation can be only occurred in the level of the word for word translation since it is the shift in the word class.

## 2) Class Shift

Translating the text into other languages inevitable from changing the word, even the class of the word is shifted. This shift in this translation case is found in this research. The shift of the word class occurs under the technique of literal translation since it is only word class. This shift is considered in the perspective of word class or part of speech.

(19) ST : “Shane Fitzsimmons from the RFS said the fire was **behaving** "very aggressively" (Student 4)

TT : “Shane Fitzsimmons dari RFS berkata bahwa **perilaku** api sedang sangat agresif.” (Student 4)

(20) ST : “Strong winds have been pushing the flames north and east **towards** suburban areas.” (Student 14)

TT : “Angin kencang telah mendorong api ke utara dan timur **mengarah** ke area pemukiman.” (Student 14)

As it is shift that occurred in the class of word, the shift is translated using literal translation. In translation, defining words may be different. It depends on the equivalent that needs to be addressed. As it is universally known that word class among languages is different. The class can be

shifted or even static as the source. Hence, in this research class shifts were found. As it is word class, the shift in this translation is translated using the literal translation technique. First of all, the word “**behaving**” as the verb in ST is translated into “**perilaku**” which is an adjective in TT. Furthermore, the word “**towards**” which is a preposition in ST is literally translated into “**mengarah**” which is a verb in TT. Thus, as it is a word to word class, the technique used is literal translation which the ST and TT are translated as rank-bounded shifts. However, a class shift also entails other shifts like structure shifts. Thus it is in line with the Catford (1965:15), who explains that class shift is demonstrated in translation when the equivalent is in the other class of target text.

### **3) Intra-system Shift**

The same case also occurs in intra-system shift. The quantifier between English and Bahasa is different. Intra-system shift is the shift determined to explain what the differences are in translation. To determine the plurality in English, the letter “s” is added at the end of the word, somehow in Bahasa, there are two ways, using a repetitive word or by adding the quantifier word. As the system in English is different, in this case, there are two ways that are employed to translate the intra-system shift. However, some translation works do not apply. The idea is only shifted by the same word as it is equivalent to ST.

The bounded rank of translation first occurs as the word for word shift. As it is known that the shift of the intra-system is the matter of

quantifier. Thus, the generalization in this word to word occurs. The plural in ST is translated as singular in TT.

- (21) ST: “**Passengers** on a suburban train have filmed dramatic **scenes** (Student 18)  
TT: “**Penumpang** kereta di pinggiran kota telah memfilmkan **adegan** dramatis” (Student 18)
- (22) ST: “while **helicopters** were dumping water on the fire from above” (Student 18)  
TT: “sementara **helikopter** memadamkan api dari atas” (Student 18)

As it is the shift from word to word, is change the idea of plurality from plural to singular. The word “**passengers**” refers to more than two passengers, and it is literally translated into “**penumpang**” in TT which indicates a singular subject in TT. In addition, the word “**scenes**” and “**helicopters**” are also literally translated into singular. The word “scenes” indicates that there is more than one action deal with the bushland fire, however, in TT, the translation is “*adegan*” which indicates only a single action in that bushland fire. As well as “helicopters” in ST indicates that there is more than one helicopter deployed to dump the water in this bushland fire. Yet, in TT it is translated only “*helikopter*” that indicates there was only one helicopter dumped the water in this bushland fire. Thus, as the system among languages is different, it effects the idea of singular and plural that its formal correspondence is nearly not met the system on expressing plural and singular between Bahasa and English is different. The

formal correspondence between the two languages is shifted to meet meaning equivalence (Herman, 2014:31-38).

#### **b. Transposition Technique**

The change of word order is likely suitable to express this shift. As it is the shift of word order, the structure shift has a massive relation with the transposition technique. Thus, the structure shift and transposition have only phrase to phrase shift in the translation. The shift in this structure shift is translated using the transposition technique.

- (23) ST: “The New South Wales **Rural Fire Service** (RFS) said it was concerned that flying embers could spark new blazes. (Student 1)
- TT: “**Dinas Kebakaran Desa** New South Wales mengatakan bahwa mereka khawatir bara api yang terbang dapat menghidupkan api baru” (Student 1)
- (24) ST: “**Strong winds** have been pushing the flames north and east,” (Student 14)
- TT: “**Angin kencang** telah mendorong api ke utara dan timur” (Student 14))

Language is varied, as well as the system, thus, in this translation work, the researcher has found that structure shift is most frequently translated using transposition technique. The shift is made from phrase to phrase as it is mentioned in data 23 and 24. The shift is, in this case, refers to the idea of head and modifier. The idea of head and modifier between English and Bahasa is different. “**Rural Fire Service**” in ST is translated into “**Dinas Kebakaran Desa**” in TT.

The New South Wales	Rural Service
Modifier	Head
Dinas Kebakaran Pedesaan	New South Wales
Head	Modifier

It is transposed between the head and modifier order in this translation. In ST “**The new South Wales**” stands as the modifier, since it explains the head or the phrase coming after it which is “**Rural Fire Service**”. The phrase “rural fire service” is the head of this phrase which is assisted to be explained by the presence of the modifier at the beginning of the phrase. On the other hand, in Bahasa, the head of any phrase is put in the first place. In TT it is translated into “**Dinas Kebakaran Pedesaan New South Wales**” which the order of the phrase is Head then Modifier. “Dinas Kebakaran Pedesaan” is the head of the phrase. This head is elaborated to give clear cut boundaries which is the location of this fire service that is “**New South Wales**”.

Another proof that structure shift is translated using transposition is “**Strong winds**” in ST is translated into “**Angin kencang**”. In ST the adjective “strong” stands as a modifier which explains the characteristic of the head which is “winds”. On the contrary, in Bahasa the head is always in front of its modifier. “Angin” as the head will always take a position in front of “kencang” as the modifier or the adjective of the wind. In short, to translate a phrase from English into Bahasa, a transposition is employed due to difference language systems.

Thus, the idea structure shifts as it is the shift of language structure, that is the formulation of constructing sentences among language is different. The findings are in line with the theory of structure shift that can be occurred in the phrase. Catford, (1965:78) says that structure shift occurs in group rank, it is mostly in the phrase in terms of head, modifier, and a quantifier. Consequently, to translate this structure shift, the transposition technique is the most suitable technique. Vinay and Darbelnet as cited in Munday (2012:89) state that, this transposition is the most common technique used by translator to confront with structure shift.

### **c. Modulation Technique.**

Unit shift is the change of the unit of translation, it can be up rank or down rank. Thus, this shift has close relation to modulation technique as its way to translate the text. Moreover, this translation can also be associated with the equivalence technique since some terminologies between Bahasa and English is different. In translation, it is needed to be equivalent. As the theory of Vinay and Darbelnet this translation case, the researcher found four cases, there are three up rank shifts and one down rank shift.

#### **1) Unit Shift**

As the first unit shift is an up-rank shift. It is the shift from word to phrase or even clause. This shift occurs with the combination of the word, as it is an up-rank shift, it changes the unit of the language.

- (25) ST: “Mother Nature can throw at us and the **worse** Australians are presented with by nature, (Student 12)  
 TT: “alam dapat memberikan yang **lebih buruk** lagi pada warga Australia,” (Student 12)
- (26) ST: “a large bushfire that has reportedly affected homes in the southern **suburbs** of Sydney.,” (Student 15)  
 TT: “kebakaran lahan yang besar dan dilaporkan memberikan efek pada rumah-rumah di **pinggiran kota** Sydney bagian selatan.” (Student 15)

In up-rank unit translation, the translator shifts the word to the phrase in order to give clear cut boundaries explanation of the ST to TT. To explain the word, the modulation technique is employed to translate the ST by changing the word in to phrase, in order to gain the equivalent in TT. In this translation, the word in data 25 and 26 is translated into phrase, the word “**Worse**” is translated into “**lebih buruk**”. Due to equivalence meaning, the word “worse” is translated into the phrase “lebih buruk”. The idea of comparative degree between Bahasa and English is different. Comparative degree in English uses “er” or “st” at the last morpheme for the word that has one syllable, and “more” and “most” for the word that has more than one syllable. On the contrary, Bahasa has only “lebih” and “paling” which used to declare a degree of comparison. Therefore, it is translated from word to phrase using modulation. In line with that, the word “**suburbs**” is also translated into the phrase “**pinggiran kota**” in order to give equivalence meaning in ST. No tendency intended in translating this up-rank “word” to

“phrase translation. The equivalence meaning is the main objective in employing this first unit shift using the modulation technique.

As the unit shift has up-rank and down rank shift, this phrase to phrase shift is also occurred and categorized as an up-rank shift. It is considered as up-rank shift, because, the unit of the TT has more words than the ST. Translation always deals with language, the differences among languages is the idea why translation is born. To connect the idea across the world, explaining the word into simpler language is needed. Thus, the word “**flying embers**” is translated into “**Bara api yang berterbangan**”. In ST Adjective phrase is translated into the clause. “**Bara api yang berterbangan**” is categorized as clause since it consists of an object and also verb. The phrase “bara api” is categorized as object of this clause, while “yang” as a conjunction that relates the verb “berterbangan” or “beterbangan”.

Flying Adj	Embers N	
Bara api NP Object	Yang Con	Berterbangan V Verb

The identical circumstance also occurs in the other data. The phrase “**Burning countryside**” is translated into “**Pinggiran kota yang terbakar**”. It is identically identic with the first data, the phrase is translated into clause. “burning countryside” as verbal phrase is translated into clause.

Burning Adj	Countryside N	
Pinggiran kota NP	Yang Con	Terbakar V Verb

Thus, in unit shift, it is possible to translate the phrase into clause in order to provide clear point of view in TT. The interesting thing is that in every case of adjective phrase “Adj + N” is translated using conjunction “**yang**”. As it is seen, “flying embers” is translated into “bara api yang beterbangan” then “burning countryside” becomes “pinggiran kota yang terbakar. Hence, as the modulation technique in translation is the way to explain the word which has different formal correspondence, the shift from phrase to clause is often occurred. Thus, it is in line with the idea that modulation is used to give a further explanation in translation (Munday 2012:86-89)

## 2) Intra-system shift

The same up-rank shift is also occurred in Intra-system shift. Intra-system shift is the shift determined to explain what the differences are in translation. To determine the plurality in English, the letter “s” is added at the end of the word, somehow in Bahasa, there are two ways, using a repetitive word or by adding the quantifier word. As the system in English is different, in this case, there are two ways that are employed to translate the intra-system shift.

- (27) ST : “**Passengers** on a suburban train ... “ (Student 8)  
 TT : “**Para penumpang** kereta di pinggiran kota “ (Student 8)
- (28) ST : “a large bushfire that has reportedly affected **homes** in the southern suburbs of Sydney.” (Student 12)  
 TT : “kebakaran semak-semak yang melebar yang dilaporkan telah berpengaruh pada **beberapa rumah** yang ad di pinggiran kota.” (Student 12)

The idea of intra-system can also occurs in the up-rank shift. It is occurred since the idea of plurality in Bahasa is different. In English as the source text (ST) in order to express plurality therefore “s” is added as a mark plural. On the other hand, in Bahasa it may be added by repetitive words or combining preposition. “**Passengers** on a suburban train ... “ in data 27 is translated into “ “**Para penumpang** kereta ...” in ST. The preposition in Bahasa indicates number of the noun. The word “para” is preposition which indicates plurality in Bahasa. The system in Bahasa to show plurality is not that simple. It also occurs in data 28, the word “**homes**” is translated into “**beberapa rumah**” in TT. Thus, the word is shifted into phrase in this intra-system shift. The shift is performed by using modulation, or by adding any information in order to give a clearer explanation in TT. Thus, the technique used to translate unit and intra-system shift both up-rank and down-rank is modulation technique, modulation brings, generalization, explication, and elaboration (Vinay & Darbelnet cited in Munday, 2012: 89)

#### d. Adaptation Technique

Unit shift is a shift that can be translated using many techniques. In equivalence translation can be also both up-rank and down-rank unit shift. Phrase to phrase is found in this translation.

- (29) ST: “New South Wales police have declared the area a **crime scene**” (Student 2)  
TT: Polisi New South Wales telah menyatakan daerah itu sebagai **tempat kejadian perkara**,” (Student 2)
- (30) ST: “More than 70 **fire appliances** were stationed along roads” (Student 1)  
TT: SBS melaporkan 70 unit **mobil pemadam kebakaran** “ (Student 1)

The idea of language is to communicate among people, though, the languages among people are different. The differences come in several aspects. To deal with it, translation comes to solve this problem. In other words, finding equivalence meaning among languages is the key. This is what exactly happened in employing equivalence technique in translation. The ST mentioned as “**crime scene**” then translated as “**tempat kejadian perkara**” in TT. It proves that between ST and TT literally has a very far correlation, somehow, in terms of meaning it is equal. The phrase “crime scene” at the first sight is identical to the criminal act, however, it is also related to some incident or accident. Thus, a similar circumstance is also occurred in Indonesia and considered as “**tempat kejadian perkara**” in short TKP. The term TKP is not only referring to certain criminal acts, but also an accident, and any other thing. This unit shift is categorized as an up-rank shift since the phrase is shifted from

noun phrase into an adverbial phrase. A similar case also occurs, the phrase “**fire appliances**” is translated into “**mobil pemadam kebakaran**”. The word “appliances” refers to tool to perform typical tasks. Though, most of the translator translates the word “appliances” as “peralatan”. However, there are 6 students who translated “appliances” as “mobil pemadam”. It shows that the phrase “fire appliances” in ST has the same meaning in TT as “mobil pemadam kebakaran”. It is in line with Catford (1965) that translation shift the language to refers referent differently, however, the idea is maintained as the same.

This is the down rank shift. The shift occurred from, the translation phrase to word. This case occurred since the equivalence meaning of the translation can be different among languages, the sample is below:

- (31) ST: “we have to deal with the worst that **Mother Nature** can throw at us and the worse (Student 13)  
 TT: “tapi kita harus mengatasi kemungkinan terburuk bahwa **alam** dapat memberikan yang lebih buruk lagi” (Student 13)
- (32) ST: “Passengers on a **suburban train** have filmed dramatic scenes.” (Student 13)  
 TT: “Penumpang **kereta** yang melalui area penduduk melihat secara dramatis.” (Student 13)

As the theory of Vinay and Darbelnet cited in Munday (2012:89) mentioned that modulation can up-rank and down-rank as unit shift, this down-rank unit shift is translated using modulation. In other theory, it might be considered as generalization due to general object that is translated in TT. The phrase “**Mother Nature**” is translated into “**alam**” which is a

general view from ST. The word “mother nature” might be equivalent to “Ibu pertiwi” in Bahasa. Somehow, translating ST into “alam” is understandable since it is the broad view of “**ibu pertiwi**”. The other generalization is that the word “**Suburban train**” that is translated into “**kereta**”. This circumstance is occurred due to finding the equivalence meaning from ST to TT. This down-rank shift often occurs in line with generalization or equivalence.

In conclusion, the shift occurred in line with the techniques in translation. The level shift in this students’ translation. Catford (1965:55) argues that level shift occurred in languages which has equivalent to a different level between ST and TT. In order to gain word equivalence, this shift is employed in students’ translation work. A literal translation is performed in order to gain formal correspondence between ST and TT. Second shift occurred is category shift. As it is previously mentioned that category shift is divided into four categories namely: Structure shift, class shift, unit shift, and intra-system shift. The first sift is structure shift. The idea of structure shift occurs in the structural part of sentence, whether it is word, clause, phrase, or sentence itself (Catford, 1965:55). Somehow, it is occurred in the same category between ST and TT. Structure shift occurs since the grammatical role differences among languages interfere its translation. The idea of head and modifier is shifted between Bahasa Indonesia and English. In English modifier is placed at the end of the phrase. Whereas, in Bahasa Indonesia, the head of the phrase is always placed in in

front of modifier. Therefore, it is suitably translated using the transposition technique. Transposition is the change of the word or phrase position (Munday, 2012:86-89). Thus, it changes the idea between head and modifier of English and Bahasa It is mentioned earlier. Correspondingly, the shift and transposition technique performed in area of phrase to phrase, since, the change occurred in the same form.

The next shift is the class shift. Class Shift is the change of word, it is because the translator aims his translation to be equivalent between ST and TT (Catford, 1965: 93) in order to gain formal correspondence, class shift is employed by the translator. As it is the class shift, the shift occurs in the range of word. In line with that, the technique used to translate this is literal translation. Literal translation plays its role in the range of word for word translation (vinay & Darbelnet cited in Munday 2012:86-89). Class shift occurred in translation as the languages have different expressions to express its utterance. According to De Saussure in Chaer (2007:13) language plays a role as parole, langue, and language. The parole might be the same, but the langue might be different.

Further shift is unit shift. Unit shift of Catford (1965:99) covers many ranges in translation. Unit shift is the shift of the unit of the text. Unit shift covers, word to phrase, phrase to phrase, phrase to clause, and word to clause. As it is the change of the unit, it shapes both the up-rank and down-rank shifts. In order to produce a natural taste on translational work, unit shift maybe is done by a translator. Although, many changes are performed.

Jacobson in Munday (2012:5) states that cross-linguistics differences that emphasize the idea of equivalence, lead to obligatory grammatical shift and semantic shift. Hence, unit shift can be translated using modulation technique.

### **C. Limitation of the Research**

The researcher realizes that this research is far beyond perfect. The research focusses on the shift of the translation and the techniques used to translate those shifts occurred in translation. This research spotlights the lingual unit that consists of word, phrase and clause. The idea of morphological and phonological transformation by Catford, (1965:91) is not included since it is categorized as morphological translation and phonological translation. Thus, the idea of affixes is not mentioned and explored in this research.

Furthermore, the categorization of phrase and clause are not included in deep. The categorization of noun phrase, adverbial phrase, prepositional phrase, and verbal phrase are not deeply mentioned as well as the clause. The research is focused only on the shift in general. Some phrases are explored and explained in general and correlated to the technique in translating the shift.

The other limit of this research is on the technique. The technique of translation which includes borrowing, calque, literal, transposition, modulation, equivalence and adaptation are not fully included. The techniques are specified only on the shift that is occurred in this translation. Thus, only literal, transposition, modulation and adaptation techniques that included in this research.

Last but not least, translation quality assessment is not considered in this research. The research is focused on the shift. The researcher realizes that the quality of this translation is far beyond perfect since the translation work is translated by non-translation students. Nonetheless, some translations are readable and understandable. Some important informations were also left untranslated. The researcher hopes for further research can assess the quality of the translation.