GUNAWAN TAMBUNSARIBU (ANALYSIS OF TRANSLATION SHIFT IN A NOVEL (ENGLISH-INDONESIAN TRANSLATION))

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ANALYSIS OF TRANSLATION SHIFT IN A NOVEL (ENGLISH-INDONESIAN TRANSLATION)

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Abstract:

Tujuan dari penelitian ini adalah untuk menemukan perubahan kelas kata (*class shift*) dan struktur kata (*structure shift*) yang ada pada kalimat tunggal dalam novel yang berjudul *Turtles All The Way Down* karya John Green (2018) dan terjemahannya ke dalam Bahasa Indonesia oleh Prisca Primasari (Penerbit Qanita, 2018). Penelitian ini menggunakan teori tentang *translation shift* dari Catford dan *equivalence* dari Nida. Catford membagi *translation shift* menjadi dua jenis yaitu *level shift* dan *category shift*. *Category shift* kemudian dibagi lagi menjadi 4 bagian yaitu *structure shift, class shift, unit shift, dan intra-system shift*. Dari jenis-jenis tersebut, penulis memilih dua jenis *translation shift* yaitu *class shift* dan *structure shift*. Nida membagi *equivalence* menjadi dua jenis yaitu *formal equivalence* dan *dynamic equivalence*. Setelah menganalisis dengan menggunakan kedua teori di atas, penulis menemukan 9 jenis perubahan kelas kata yang terjadi yaitu kata ganti menjadi kata benda, adverbia menjadi kata sifat, preposisi menjadi kata kerja, kata kerja menjadi adverbia, kata kerja menjadi kata ganti, kata benda menjadi kata sifat, kata sifat menjadi kata kerja, kata kerja menjadi kata sifat, dan adverbia menjadi kata kerja. Selain itu, untuk perubahan struktur kata, penulis menemukan adanya perubahan urutan kata, penambahan kata dalam kalimat dan penghapusan beberapa elemen dalam kalimat. Perubahan struktur kata dan kelas kata yang dilakukan oleh penerjemah juga turut menunjukan bahwa setiap kalimat tunggal yang memiliki perubahan kelas kata dan struktur kata pada novel tersebut memiliki salah satu dari dua jenis *equivalence* berdasarkan teori Nida.

Kata kunci: Penerjemahan, kelas kata, struktur kata, *translation shift, equivalence.*

Abstract:

The purpose of this research is to find out class shift and structure shift in the simple sentences of *Turtles All The Way Down* novel by John Green (2018) and the translation into Bahasa Indonesia by Prisca Primasari (Penerbit Qanita, 2018). This research uses theory of translation shift by Catford and equivalence by Nida. Catford divided translation shift into two, they are level shift and category shift. Category shift is divided into 4, they are structure shift, class shift, unit shift, and intra-system shift. From those kinds of translation shift, the writer chose two kinds of translation shift, they are class shift and structure shift. According to Nida, there are two types of equivalence, they are formal equivalence and dynamic equivalence. After analyzing all data that has been collected by using those two theories which has been mentioned above, the writer finds out 9 kinds of class shift which occur, they are pronoun to noun, adverb to adjective, preposition to verb, verb to adverb, verb to pronoun, noun to adjective, adjective to verb, verb to adjective, and adverb to verb. Other than that, for structure shift, the writer finds out that there are word order changes, extra word added, and removal of some sentence elements in the simple sentences. Structure shift and class shift which are done by the translator show that each simple sentence which has structure shift and class shift in the novel has one of two types of equivalence based on Nida's theory.

Key word: Translation, class shift, structure shift, translation shift, equivalence

INTRODUCTION

Language has an important role for all of people in this world. The reason why language has an important role is because language becomes a media for people to communicate each other. According to Butt, Fahey, Feez, Spinks, & Yallop (2000) in Amstrong and Ferguson (2010), "A primary function of language is for humans to convey information to each other or request services of some kind in a variety of situations (e.g., (exempli gratia) relating events that happen to them, giving someone directions, asking for services such as in a shopping or other service encounter)," (p.6). Language helps people to get information about the thing that needed.

There are many languages in the world and people cannot master all the languages. Therefore, translation is needed. Catford (1965) states that translation is an operation performed on language which is a process of substituting a text in one language for a text in another. Substituting a text in one language to another language means there is a language change from the source language into the target language. Translation itself is usually needed in novels and films.

In translating a novel, a translator should understand that source language and target language are different. The differences are not only in cultural aspect but also in grammatical aspect. As Roger T. Bell (1991) states that languages are different from each other; they are different in form having distinct codes and rules regulating the construction of grammatical stretches of language and these forms have different meanings. Understanding the differences between source language and target language is important. When a translator understands the differences including the culture and the grammatical aspects, the messages

which are given by the writer of the source language (SL) will be understood not only by the readers of SL but also the readers of target language (TL).

The difference between SL and TL requires translators to try as much as possible to get commensurate translation result. Therefore, all efforts are made. One of the efforts which is usually done by most of translators is translation shift. "Translation shift are linguistic changes occurring in translation of ST (Source Text) to TT (Target Text)," (Munday, 2016, p. 25). Translation shift was first introduced by Catfrod. Catford (1965) divided translation shift into two, they are level shift and category shift. Category shift itself is divided into four; they are structure shift, class shift, unit shift, and intra-system shift. The writer herself is interested in analyzing structure shift and class shift because the writer wants to show that although Bahasa Indonesia and English both have word classes in grammatical aspect; however both Bahasa Indonesia and English have different language structures.

Background of the Study
Previous Study
This is not the first study that researching about translation and translation shifts. There are other researchers who have ever done researches about translation shift. Here are some of studies that researching about translation shift. First, a paper entitled *Analisis Translation Shift Dalam Penerjemahan Bilingual Bahasa Inggris- Bahasa Indonesia* by Yosa Abduh Alzuhdy in 2014. In his research, Alzuhdy focused on discussing and reviewing a theory about tranlation shift by J.C Catford. He gives examples of translation shift which occurs in Indonesian-English translation or vice versa. Not only that, Alzuhdy (2014) also put some theories about translation shift by other researchers such as Newmark. Even though this writer's research and Alzuhdy's study both talk about translation shift, but they have differences. The writer focuses on two out of four types of translation shift, they are structure shift and class shift. This recent study also focuses only on the translation of simple sentences in the novel entitled *Turtles All The Way Down*. The writer also analyzed about one type of equivalences which occurs in both structure shift and class shift based on Nida's theory. The second researcher who also has conducted a translation shift is Vani Trivianti. Trivianti (2017) conducted a thesis about translation shift entitled "*The Class Shift of Simple Sentence in English- Indonesian Translation of The Stars Shine Down Novel.*" In her study, she took her data from *The Stars Shine Down Novel* whereas the writer uses the novel entitled "*Turtles All The Way Down* novel. The novel which are analyzed by the writer and Trivianti's study is different. The writer focuses to analyze two translation shifts namely structure shift and class shift whereas Trivianti analyzed only one namely class shift. Several supporting theories in each study are also different.

Problem of Research
There are two problems which will be answered in this research, they are:
1) How do structure shift and class shift occur from the simple sentences of Turtles All the Way Down novel to the translated novel?; and
2) What kind of equivalence which occurs in the simple sentences of structure shift and class shift based on Nida's theory?

Based on the reseach problems above, the purposes of this study are: 1) to find out how structure shift and class shift occur from the simple sentences of *Turtles All The Way Down* novel to the translated novel so that both the writer and the readers get information about translation shift especially structure shift and class shift; and 2) to find out the kinds of equivalences in the simple sentences which have structure shift and class shift in *Turtles All The Way Down* novel based on Nida's theory so that the writer and the readers get information about equivalence and know that structure shift and class shift are part of translator's effort to get the equivalence in translation.

Significance of the Study
The findings of this study will contribute to a) give more information to the readers who want

to know more about translation shift and the differences of each types of translation shift; b) give more information to the readers who want to know more about types of equivalence based on Nida's theory; and c) give information to the readers about how two types of translation shift, class shift and structure shift and also one type of equivalences occurred in the simple sentences of *Turtles All The Way Down* novel to the translated novel.

Research Method

The research uses Qualitative Research which uses the source of data. The subject is *Turtles All The Way Down*, a novel written by John Green, published in 2018 and translated into Bahasa Indonesia by Prisca Primasari (Penerbit Qanita, 2018). Purposive sampling in collecting the data is applied. Purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. Data collected is analyzed by using theory of translation shift by J.C Catford to find out how structure shift and class shift occur from the simple sentneces of *Turtles All The Way Down* novel to the translated novel by Prisca Primasari (Penerbit Qanita, 2018) and theory of equivalence by Eugene Nida to find out types of equivalence in the translated novel. In conducting this research, the writer first collected the data from the novel *Turtles All The Way Down.* The writer selected ±375 simple sentences which have structure shift occurrence and ±69 simple sentences which have class shift occurrence. Then, the writer classified the data into 3 types of structure shift and 9 types of class shift in the simple sentences of the novel. Then, the selected data were analyzed based on theories of translation shift from J.C Catford's and the theories of equivalence from Nida's theory.

Scope and Limitation of the Research

This research will only discuss about structure shift, class shift, and equivalence which occur in translation process from the simple sentences of Turtles All The Way Down novel by John Green (2018) to the translated novel by Prisca Primasari (Penerbit Qanita, 2018).

LITERATURE REVIEW
Translation

Translation is a process which always uni-directional. In other words, translation always performed in a given direction, from a source language into a target language (Catford, 1965). Colina (2016) through the book entitled *Fundamentals of Translation* states point of departure a basic, preliminary definition of translation. According to the book, translation refers to the process of, or the product resulting from, transferring or mediating written text(s) of different lengths (ranging from words and sentences to entire books) from one human language to another. Colina (2016) states three core elements of translation. The three core elements are written text, transfer or mediation, and from one natural language to another. Munday (2016), explained about English term translation which was first attested in around 1340 and derives either from Old French translation or more directly from the Latin *translation* ('transporting'). Munday also explained about the process of translation. The explanation about translation's process in general has the same meaning with Catford's definition of translation. According to Munday, translation process occurs between two different written languages where there are changes in original written text, which is known as Source Text (ST) in the original verbal language commonly known as Source Language (SL) into a written text, which is known as Target Text (TT) in a different verbal language (Target Language or TL).

Translation Shift

Catford (1965) said that translation shift means departures from formal correspondence in the process of going from SL to the TL. As Hariyanto (2009) states that the word 'formal' in 'formal correspondence' is from the word 'form.' Catford (1965) said that there are two major types of shift which occur, level shift and category shift. Jeremy Munday (2016) said that translation shift are linguistic changes between SL and TL.

1) Level Shift

Chesterman (2000) cited by Tambunsaribu (2014) mentioned that there are three strategies commonly used by translators to solve problems encountered by translators in conducting translation work namely *a) Syntactic strategies, b) Semantic strategies,* and *c) Pragmatic strategies*. The syntactic strategy includes level shift and unit shift. According to Catford (1965) level shift means that a SL item at one linguistic level has a TL translation equivalent at a different level. From the definition of level shift, what Catford means is that there is a difference linguistic level between SL and TL. Therefore, a translator needs to find out an equal translation equivalent at a different level. Catford (1965) said that the word 'level' means structuring language dimensions based on phonic substance, graphic substance, and situation substance (Alzuhdy, 2014, p.187). Phonic substance, for the spoken medium, and graphic substance, for the written medium belong to medium substance (Catford, 1965).

As Machali (1998) explained that level shift as intended by Catford is a shift from grammar to lexis or vice versa. Differences in grammar that exist in SL and TL makes grammatical order (for instance perfect tense form in English, have+V3) in a language have to be translated into a lexis level (for instance perfect form is translated into the word "sudah" or "telah") in another language (Alzuhdy, 2014, p. 187). Here are examples of level shift in Alzuhdy (2014):
Example (a):
SL: Zulfahlah yang mengembalikan buku itu ke perpustakaan.
TL: It was Zulfah who returned the book to the library.
Based on the example above, Alzuhdy (2014) said that the function of the particel *"lah"* is equal with the function of *"it was"*. The example above means that there is a shift-form-lexis to grammar.

Example (b):
SL: John has stopped smoking.
TL: John sudah berhenti merokok.
The phrase *"has stopped"* in English translated into *"sudah"* in Bahasa Indonesia. Therefore, there is a level changes from grammar in SL to lexis in TL means that a shift which occurs is grammar to lexis.

2. Category Shift

"Category-shifts are departure from formal correspondence in translation," (Catford, 1965). Catford divided category shift into four, namely *structure shift*, *class shift*, *unit shift*, and *intra-system shift*.

a) Structure Shift

Structure shift is one of the most frequent category shift at all ranks in translation (Catford, 1965). Furthermore, Catford (1965) explained that in grammar, structure shift can occur at all ranks. Alzuhdy (2014) mentioned two reasons which caused structure shift. First, the shift which occurs is a mandatory because of grammar demands. Second, the shift occurs because of translator's taste or follow certain writing styles. Here are examples of structure shift in Alzuhdy (2014):
(SL)→ *Pabrik mainan.*
(TL)→ *Toy Factory.*
The word order changes from SL to TL occurs. The word *"pabrik"* is translated into *"factory"* and the word *"mainan"* is translated into *"toy."* In the SL, there written *"Pabrik Mainan,"* and after translated into TL, there written *"Toy Factory"* not *"Factory Toy,"* which means that structure shift occurs.

b) Class Shift

Class-shift, then occurs when the translation equivalent of a SL item is a member of a different class from the original item" (Catford, 1965). The explanation of Catford means that

there are class changes when translating the text from SL to TL. Class means grouping of members of a given unit which is defined by operation in the structure of the unit next above. Each language has its own word class. In English there is one of word class members which known as adverbs. Adverb in English is usually translated into phrase in Bahasa Indonesia. For instance, the word 'carefully' in English is translated into 'dengan hati-hati' in Bahasa Indonesia. Another instance is determiners. Determiners in English such as 'a'/'an' has several equivalent translations in Bahasa Indonesia such as 'sebuah',' sebutir', 'sehelai', etc and 'this'/ 'these' is translated into 'ini' (Alzuhdy, 2014).

Here is an explanation about class of words which is better known as part of speech according to Got Grammar book by Umstatter (2007) as cited in Muchtar (2017). Kinds of parts of speech are:
a) Noun : Noun is name for a person, place, thing, or idea. The instances of noun such as: *People*: farmer, mechanic, father, Professor Haskins, editors, Marcia; *Places*: ocean, Canada, porch, Spain, classroom; *Things*: scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill ; *Ideas*: love, inspiration, courage, anxiety, eagerness, happiness.
b) Pronoun : Pronoun is a word which referred to a noun which comes before the pronoun itself. Pronoun is used to make writing clearer, smoother, and less awkward. For instance, "Roberto feels that he can win the race." The word 'he' in the sentence is a pronoun and 'Roberto' is a noun.
c) Adjective : Adjective answers the question such as, *What kind?*,
Which one(s)?, How many?, and *How much?* Adjective modifies (qualifies or limits) the meaning of a noun or a pronoun. For instances, 'Carrie reads an important story.' The word 'important answer the question *'What kind of story?'*
d) Verb: There are several types of verbs such as action verb, linking verb, and helping verb.
e) Adverb : Adverb is a word that modifies or qualifies a verb, an adjective, or another adverb. Adverb mostly end with –*ly*. Adverb answers the question such as, *When? Where? How? To what extent?*. There are other adverbs which do not end with –*ly* such as, again, always, just, nowhere, seldom, soon, very, almost, away, later, often, so, then, yesterday, alone, even, never, perhaps, sometimes, there, yet, etc.
f) Preposition : Preposition shows the relationship between noun or a pronoun and another word in the sentence. For instance, 'She walks *down* the aisle,' the word *'down'* connects the word 'walk' and 'isle'. Here are the most commonly used preposition; aboard, after, around, onto, over, throughout, as, below, between, at, beneath, beyond, among, beside, but, etc.
g) Conjunction : Conjunction connects words or group of words. For instances, *for*, *and*, *nor*, *but*, *or*, *yet*, *so*, *both/and*, *either/or*, *neither/nor*, *not only/but also*, and *whether/or*.
h) Article : Article has a function to determine whether a word refers to something of a specific type or something of a general type. The, an, and a are three articles in English.
i) Interjection : A strong feeling or emotion usually are expressed by interjection. Here are the instances of interjection; aw, eek, goodness gracious, well, bravo, gosh, hurrah, oh no, gee, really, whoops, etc.

b) Unit Shift
Unit-shift means changes of rank, departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL (Catford, 1965). Machali (2000) in Alzuhdy (2014) said as other experts stated that each language has pattern or grammar system which contains five hierarchies such as, morpheme, word, phrase, clause, and sentence. Furthermore at the higher level there are paragraph and text. In unit shift there are two known terms, upward rank shift and downward rank shift. Upward rank shift occurs from the lower unit to the higher unit, for instance, morpheme to word, morpheme to phrase, word to clause, etc. Downward shift occurs form the higher unit to the lower unit. For instance, phrase to word, clause to phrase, phrase to morpheme, etc. Here is an example of unit shift in translation as written by Alzuhdy (2014):
SL: *gravity*
TL: *gaya tarik bumi*

The word *'gravity'* which belongs to word is translated into *'gaya tarik bumi'* which belongs to phrase. The shift means there is an upward rank shift.

c. Intra-System Shift
According to Catford (1965, 2000) in Munday (2016) "These are shift that take place when the SL and TL possess approximately corresponding systems but where 'the translation involves selection of a non-corresponding term in the TL system," (p. 97). Alzuhdy (2014) explained that Intra-system shift are used for the cases in translation where SL and TL have the same equivalent system formally but the translation requires shifting so that the corresponding expression can be accepted in TL. Here is an example of intra-system shift in transkation written by Alzuhdy (2014):
SL: *A dog is an intelligent animal*
TL: *Anjing (adalah) binatang yang cerdas*
The sentence does not reffer to certain breeds of dogs. The sentence talks about a dog in general. Actually, the translator can translate the sentence into '*seekor anjing adalah seekor binatang yang cerdas.*' But the sentence cannot be accepted in TL because in Bahasa Indonesia, generic nouns are not expressed with determiners. Therefore, the words "satu, sebuah, seekor, sebilah, etc" are not used to expressed generic nouns in Bahasa Indonesia. Even though the sentence talks about generic nouns, In English, plural form can be used to express generic nouns without changing the meaning and the function of the sentence. In plural forms the sentence will be, "*Dogs are intelligent animal,*" which in Bahasa Indonesia the translation remains the same, that is, *"Anjing (adalah) binatang yang cerdas."*

Equivalence
Equivalence is an important part in translation. In the previous sub chapter, the definition of translation by Catford emphasizes equivalent textual material in translation. Munday (20019) stated that in modern translation theory, equivalence become a key concept which defines the translational conncection between and entire ST and TT or between ST unit and TT unit in terms of degree of correspondence between the text and the text unit (Kamil, 2014). According to Oxford Learner's Dictionaries, equivalence belongs to noun which means the fact or state of being equal in value, amount, meaning, importance, etc. Pym (2007) stated that equivalence means that the translation which occurs will have the same value as some aspects of the source text such as the value is on the level of form, reference, and function.

Nida cited in (Munday, 2016) divided equivalence into two categories namely formal equivalence and dynamic equivalence.
a) Formal Equivalence
   According to Nida (1964) "Formal equivalence focuses attention on the message itself, in both form and content . . . One is concerned that the message in the receptor language should match as closely as possible the different elements in the source language.". Basnett (2002); Munday (2009) stated that form (e.g. syntax, word order, idiomatic expression) and content (e.g. the subject matter) are recreated in the TL text as closely as possible in such a way so that the TL text can be understood by the TL reader (Kamil, 2014). Here is an example of formal equivalence in Trivianti (2017):
   SL: "*Look, little guy, you all shouldn't be doing that.*"
   TL: "*Lihat, anak kecil, kalian semua seharusnya tidak berbuat itu.*"

b. Dynamic Equivalence
   According to Basnett (2002); Munday (2009), audience is dynamic equivalence's model focuses. Therefore, a translator needs to adjust the Target Text (TT) to the target culture so that in linguistic (grammar and lexis), the SL and the TL are in harmony and sounds natural. Here is an example of dynamic equivalence in Trivanti (2017):
   SL: "*You've done better than your father.*"
   TL: "*Kerjamu lebih baik dari ayahmu.*"
   The word "*you've done*" in SL is translated into "*kerjamu*" in TL. The TL give more natural

translation result. The TL explained what is meant by the SL clearly and naturally. According to ibid (164) in Munday (2016), here are four basic requirements of a translation: 1) Making sense; 2) Conveying the spirit and manner of the original; 3) Having a natural and easy form of expression; and 4) Producing a similar response.

Simple Sentence

According to Sofyan (2014), simple sentence is a sentence which has a subject and a verb. These are the examples of simple sentences:

a) *Mr Taufik is happy* → Subject (*Mr Taufik);* Verb (*is).*
b) *Mr Arif and Mr Ai live in Tebet* → Subject (*Mr Ali & Mr Ai);* Verb (*live).*
c) *Muda comes here everyday* → Subject (*Muda*); Verb (*comes).*

Furthermore, Sofyan explained that in a simple sentence, most of the times, there will be appositive, words or phrase which give more information about the subject(s) or the verb(s). For instances,

a) *Mr Hary, <u>a director at the broker company</u>, works hard.* The underlined words are the appositive because it gives more information about Mr. Hary.
b) *<u>Young and trendy</u>, Mr Oki is successful as a marketer.* The underlined words are the appositive because it gives more information about Mr Oki.
c) *Bunga Citra Lestari, <u>the great singer and actress</u>, enjoys her beautifull life.* The underlined words are the appositive because it gives more information about Bunga Citra Lestari.

Simple sentence itself has only one main and independent clause which does not contain a coordinator conjunction such as *for, and, nor, but, or, yet, so* as identifying mark of compound sentence. Not only that, simple sentence also does not have subordinator conjunction or relative such as *because, since, after, although, when, etc.* as identifying mark of complex sentence (Trivianti, 2017).

Here are other examples of simple sentence in Trivianti (2017);
a) *The train was late.* → Subject (*The train);* Verb (*was)*; Complement (*late)*
b) *Mary and Samantha took the bus.* → Compound subject: *Mary and Samantha*; verb: *took* ; object: *the bus.*
c) *Mary and Samantha arrived at the bus station early but waited until noon for the bus.* → Compound subject: *Mary and Samantha*; Compund verb; *arrived and waited.*

RESULT AND DISCUSSION

After collecting and selecting the data from both SL novel and TL novel, the writer finds ±375 simple sentences which have structure shift. From ±375 data, there are ±242 word order changes occurred in the simple sentences, ±195 extra words added, and ±193 removal of some sentences elements occurred in the simple sentences of the novel. Other than that, the writer finds there are ±69 simple sentences which have class shift. From ±69 simple sentences, ±9 kinds of class shift occurs, they are pronoun to noun, adverb to adjective, preposition to verb, verb to adverb, verb to pronoun, noun to adjective, adjective to verb, verb to adjective, and adverb to verb.

According to the data that has been collected, selected and analyzed, most of class shift which occurs in the simple sentences is pronoun to noun. There are ± 46 shifts of pronoun to noun; ±15 shifts of adverb to adjective, 5 shifts of preposition to verb, 2 shifts of verb to adverb, 3 shifts of verb to pronoun, 1 shift of noun to adjective, 2 shifts of adjective to verb, 1 shift of verb to adjective, and 1 shift adverb to verb. For structure shift, the writer chose 3 simple sentences for each types of structure shift. For class shift, the writer chose 1 simple sentence for each types of class shift.

Discussion

The writer uses Oxford Learner's Dictionaries online, Kamus Inggris Indonesia by John M. Echols and Hassan Shadily (2018), Kamus Besar Bahasa Indonesia (KBBI) online, and

sinonimkata.com. These dictionaries are used by the writer to translate the data from English to Bahasa Indonesia and to help the writer giving accurate explanation about structure shift and class shift. As has been mentioned in the previous chapter, the translator explains not only about structure shift and class shift which occur in the simple sentences of the novel but also the equivalences which occur in the translation based on Nida's theory.

1) Structure Shift
Structure shift is divided into three form, word order changes, extra word, and removal of some or most of sentence elements.

a. Word Order Changes
SL: There are <u>free universities</u> in Brazil. (12)
TL: Ada <u>universitas-universitas gratis</u> di Brazil. (17).

A sentence of SL above is indicated as a simple sentence. The sentence has one and main independent clause and does not have dependent clause which is usually indicated by the existence of conjunction such as and, but, or, nor, yet. '*There*' is the subject of the sentence, '*are*' is the verb, and '*free universities in Brazil*' is the complement of the sentence.
If seen carefully, there are word order changes from SL to TL. Phrases 'free universities' in SL and 'universitas-universitas gratis' in TL has shown that there is word order occurs in the simple sentence. Accroding to Kamus Inggris Indonesia, the word 'free' in English means *bebas, merdeka, cuma-Cuma, gratis, kosong*, and *lancang* in Bahasa Indonesia. Meanwhile 'universities' is a plural form of 'university' which according to Kamus Inggris Indonesia means *universitas* in Bahsa Indonesia and the plural form of the word in Bahasa Indonesia is *universitas-universitas*. Therefore, the explanation attests that the word 'free' is translated into 'gratis' and the word 'universities' is translated into 'universitas-universitas.' The translation result in TL has shown that there are word order changes. The translator did not translate the phrase 'free universities' into 'gratis univeristas-universitas.' However, the translator translated the phrase into 'universitas-universitas gratis.' The explanation has indicated that structure shift occurs by changing the word order.

Even though the word order has changed, There is no word which changes. All words are translated literally. The translator has recreated the form of TL text as closely as possible so that the readers of TL novel understand the meaning of the sentence. The explanation attests that formal equivalence based on Nida's theory occurred.
SL: Wasn't that <u>your favorite soda</u>? (31)
TL: Bukankah itu <u>soda favoritmu</u>? (41)

A sentence of the SL above is indicated as a simple sentence. The sentence does not have dependent clause which is usually indicated by the existence of conjunction such as and, but, or, nor, yet. The sentence has a verb and a subject which is indicated as one and independent clause. 'Wasn't' is the verb of the sentence which is written in a question word, 'that' is the subject of the sentence, and 'your favorite soda' is the complement of the sentence.
The underlined phrase in both SL and TL has indicated that there is structure shift which occurs. According to Kamus Inggris Indonesia, 'your' in English means *kepunyaan(mu), milik (kamu),* or *kepunyaan tuan/anda* in Bahasa Indonesia, 'favorite' in English means *favorit, kesayangan* or *kesukaan,* and 'soda' means *soda* or *air belanda* in Bahasa Indonesia. Therefore, the explanation attests that in the simple sentence, the word 'favorite,' 'your,' and 'soda' is translated literally which are 'favorit,' 'mu,' and 'soda' in Bahasa Indonesia. Even though they are translated literally, the word order still changes. The translator did not translate the word into 'mu favorite soda.' However, the translator translated the phrase into 'soda favoritmu' means that there is structure shift occurs by changing the word order.
The explanation above attests that the translator tries to recreated the form of TL text as close as possible so that the intended meaning can be understood by the readers of TL

novel. In other words, formal equivalence based on Nida's theory occurred.
SL: <u>My real name</u> sounded wrong in <u>her voice</u>. (214)
TL: <u>Nama asliku</u> terdengar salah di <u>suaranya</u>. (252)

A sentence above is indicated as an simple sentence. The sentence does not have an dependent clause which is usually indicated by conjunction such as but, and, nor, or, yet. The sentence has one and main independent clause which is indicated by a verb and a subject. 'My real name' is the subject of the sentence, 'sounded' is the verb, 'wrong' is the object, and 'in her voice' is the prepositional phrase.

There are four underlined words, 'my real name' -'nama asliku,' and 'her voice' – 'suaranya.' The underlined words mean that there are structure shift occurs twice in the simple sentence. First, 'my real name' – 'nama asliku.' According to Kamus Inggris Indonesia, 'my' means *saya, kepunyaan saya*, 'real' means *nyata, asli, murni, sejati*, 'name' means *nama* in Bahasa Indonesia. Therefore, the explanation attests that the words 'my,' 'real,' and 'name' are translated into 'saya,' 'asli,' and 'nama.' Even though the words are translated literally, the word order changes. The translator did not translate the words into 'saya asli nama' or 'aku asli nama.' However, the translator translated the pharase into 'nama asliku.'

Second, 'her voice' – 'suaranya.' According to Kamus Inggris Indonesia, 'her' means *dia, ia, nya* and voice means *suara* in Bahasa Indonesia. The explanation means that the words are translated literally. Even though the translator translated literally, the word-order has changed. The translator did not translate the words into 'nya suara.' However, the translator translated the words into 'suaranya.' The explanation of those two data attests that structure shift occurs by changing the word order.

In translating the sentence, the translator did not follow the form of the SL. However, the translator recreated the form SL as closely as possible in the TL text so that the story of the novel can be understood by the readers of the TL novel. In other words, formal equivalence based on Nida's theory occurred.

b. Extra Word
SL: I was somebody's something. (3)
TL: Aku sesuatu <u>yang</u> dimiliki seseorang. (7).

A sentence of SL above is a simple sentence. The sentence does not have an indpendent clause which is usually indicated by conjunction such as but, and, nor, or, yet. The sentence has one and main independent clause which is indicated by a verb and a subject. 'I' is the subject of the sentence, 'was' is the verb of the sentence, and 'somebody's something' is the subject complement of the sentence.

The underlined word, 'yang' in TL means that there is structure shift which occurs. There is an interesting thing in the sentences above. The interesting thing is that an underline is only used in TL. According to Kamus Inggris Indonesia, 'I' means *saya, aku*, 'was' belongs to 'be' and the meaning of the word is *adalah*, 'somebody' means *seseorang*, 's' is a possessive pronoun, and 'something' means *sesuatu*. In other words, 'I,' 'somebody's,' and 'something' are translated into 'aku,' 'sesuatu,' 'dimiliki' and 'seseorang.' There is no word in SL which is indicated as 'yang.' Therefore, the explanation attests that the translator added the extra word in TL so that the translation result gives clearer information. According to KBBI, 'yang' belongs to particle and its function is to declare the next part of a sentence explain previous word. Therefore, the function of the word 'yang' in TL is to explain that 'I' is something who is owned by somebody. The explanation attests that structure
shift occur by adding an extra word.

Each word in the simple sentence of SL above was translated literally. Form of SL is recreated in TL as close as possible. There is no translator's idea in the sentence. The word 'yang' is added to make the translation result especially the form is almost the same and close with the form of SL. The explanation attests that formal equivalence based on Nida's

theory occurred.

c. Removal of Some or Most of Sentence Elements
SL: It has a hole in it. (28)
TL: Berlubang. (37)
According to KBBI, 'berlubang,' belongs to verb and the meaning of *berlubang* is *ada lubangnya*. *Ada lubangnya* has the same meaning with "It has a hole in it" where in the novel reffers to Aza and Daisy's canoe which has a hole. The explanation means that "berlubang' is translation equivalent of 'It has a hole in it." The translator did not translate the sentence literally. However, the translator did removal of some sentence elements. Even though the translator did the removal, the readers still get the intended meaning by the writer of SL novel because as has been mentioned above, 'berlubang' and "it has a hole in it" reffers to the same thing. The translator considered the readers of the TL novel by not translate all elements. Even though some elements are removed, the translation result still sounds natural and makes sense means that dynamic equivalence based on Nida's theory has occurred and structure shift occurs by removing some sentence elements.

2. Class Shift
In this part, the writer will explain about class shift based on its types. There are at least 9 types of class shift which occurred in the novel and the writer will explain about the types of class shift itself and one of equivalence types based on Nida's theory.

a. Pronoun to Noun
SL: His tired eyes met <u>mine</u>. (33)
TL: Matanya yang lelah bertemu dengan <u>mataku</u>. (43)

The underlined words, 'mine' and 'mataku' show that there belongs to word-order-change, from pronoun to noun. 'Mine' is translated into 'mataku' by the translator of the novel. According to Oxford Learner's Dictionaries, the word 'mine' belongs to pronoun. 'Mine' itself, is a possessif form. The word 'mata', according to KBBI belongs to noun and the meaning of the word is *indra untuk melihat*. In the TL of the simple sentence above, there written "matanya yang lelah bertemu dengan mataku," means that 'mataku' is the speaker's eyes. Therefore, 'mine' and 'mataku' refer to the same thing that is the speaker's eyes. Even though those words refer to the same thing, mine actually has its own meaning. According to Kamus Inggris Indonesia, 'mine' means *milikku* or *kepunyaanku*. The translator did not translate 'mine' into *'milikku'* or *'kepunyaanku'* because the meaning in TL will be different. If translated literally, the TL would be "Matanya yang lelah bertemu dengan milikku." Readers of TL would be confused if the translator translated the word 'mine' literally. The readers will not understand the meaning and will wonder the intended meaning of Matanya yang lelah bertemu dengan milikku." What things owned by 'aku' which met his/her eyes? Therefore, the translator used the word 'mataku' to give a clear information about the things which is owned by 'aku.'

The explanation attests that dynamic equivalence [1] based on Nida's theory occurred. Dynamic equivalence which occurred in the simple sentence can be proven by the word 'mataku' which is choosen by the
translator as a word equivalent of 'mine' to avoid misunderstanding and to make SL and TL sounds natural in harmony. In other words, the translator focuses is on readers and culture of TL.

b. Adverb to Adjective
SL: She smiled <u>wanly</u>. (12)
TL: Mom tersenyum <u>muram</u>. (18)

The word 'wanly,' according to Oxford Learner's Dictionaries belongs to adverb and the

meaning is in a weak or pale way meanwhile the word 'muram,' according to KBBI belongs to adjective and means *tidak terang cahayanya; kurang bercaya; suram; buram*. The explanation proves that there is class shift occurred from adverb to adjective. The word 'wanly' itself is a fusion of 'wan' and has a suffix 'ly.' According to Oxford Learner's Dictionaries, 'wan' belongs to adjective and the meaning of the word is looking pale and weak. The reason why the writer of SL of the novel added suffix 'ly' and made the word changed into adverb form because the writer wants to explain about the smile of 'she,' and has been mentioned before that wanly means in a weak or pale way. The translator of the TL novel did not translate the adverb form into the adverb form too. The translator translated the word into adjective because as has been mentioned in the previous chapter, each language has its own word classes. Most of word classes have same definition and function in each language but that does not mean that the translation result will be the same. 'Muram' as an adjective form and equivalent translation of 'wanly' has completed its function in answering questions of *what kind of smile did she have?*

The explanation above attests that dynamic equivalence based on Nida's theory has occurred. The translator has choosen 'muram' as an equivalnet translation of 'wanly' with the intention of getting the equivalent translation result which are natural and make sense.

c. Preposition to Verb
SL: I just groaned <u>at</u> the therapy bullshit. (164)
TL: Aku hanya mengerang <u>menanggapi</u> omong kosong terapi ini. (194)

According to Oxford Learner's Dictionaries, 'at' belongs to preposition which has several functions and are used to say where something or somebody is, when something happens, state the age of which somebody does something, in the direction of or towards somebody/something, etc. The word 'menanggapi' is a word which basic word is 'tanggap,' According to KBBI, 'tanggap' means *segera mengetahui (keadaan) dan memperhatikan sungguh- sungguh; cepat dapat mengetahui dan menyadari gejala yang timbul*. 'Menanggapi' itself belongs to verb and the meaning is *menyambut dan memperhatikan (ucapan, kritik, komentar, cinta, dan sebagainya dari orang lain); melayani*.
The explanation means that class shift has occurred from preposition to verb. The translator of TL novel chooses 'menanggapi' as an equivalent translation of 'at.' According to Kamus Inggris Indonesia, 'at' in Bahasa Indonesia means *di, pada, atas, kepada, dengan,* and *menurut*. If the translator translates it literally, the translator result will be *"Aku hanya mengerang di omong kosong terapi ini,"* or *"Aku hanya mengerang pada omong kosong terapi ini."* Those two literal translation will not give the intended meaning of the writer of SL because those two literal translation means that *'Aku'* is groaned to the theraphy bullshit or *'Aku'* is groaned in the theraphy bullshit. Therefore, the translator of TL chooses the other word and class shift occurs. The class shift which occurred delivers the true message which is intended by the writer of the SL novel.
The explanation above attests that dynamic equivalence based on Nida's theory has occurred. The translator has tried to adjust to the TL cultures which also make the linguistic in SL and TL sounds natural.

d. Verb to Adverb
SL: Life <u>is</u> worrisome. (52)
TL: Hidup <u>memang</u> mengkhawatirkan. (66)

Accroding to KBBI, 'memang' belongs to adverb and the meaning of 'memang' is *'sebenarnya; benar-benar.'* Furthermore, Kamus Inggris Indonesia explains that 'is' belongs 'be' and has several meaning in Bahasa Indonesia such as, *ada, berada, jadi, adalah, sedang, sama dengan, akan*. Taking a look at the meaning of 'is' in Bahasa Indonesia, the linking verb of the simple sentence above actually can be translated into *'adalah'* and the translation result will be *"Hidup adalah mengkhawatirkan."*

According to KBBI, the meaning of *adalah* is *identik dengan* or *sama maknanya dengan*. But, the translator chose the word 'memang' as an equivalent translation result of 'is' because the translator understands the context and the intended meaning of the writer of SL novel that would like to tell the readers that life is indeed worrying not to tell the readers that life has the same meaning with worrisome or life is identic with worrisome. The translator did not translate the sentence literally.

The explanation above attests that dynamic equivalence based on Nida's theory occurred. The translator did not follow the form of SL grammatically; the translator considered the context which in the end made the SL and TL sound natural and has similiar response which makes sense. In other words, the translator considered the readers of the TL novel so that the readers get the intended meaning of the novel in SL.

e. Verb to Pronoun
SL: You can go and see. (37)
TL: Kau bisa ke sana dan lihat. (48)

The underlined words, 'go' and 'sana' have shown that there is class shift occurred. According to Oxford Learner's Dictionaries, 'go' belongs to verb and the meaning of 'go' is to move or travel from one place to anot. The word 'sana,' according KBBI belongs to pronoun and the meaning of 'sana' is *penunjuk tempat yang jauh (atau dianggap jauh) dari pembicara*. Therefore, there is class shift occurred from verb to pronoun. Even though 'go' and 'sana' refer to the same thing that is a place that can be visited by the second person, the translator prefers to choose 'sana' as an equivalent translation of 'go'. The translator chose pronoun form because as has been mentioned in the previous chapter, pronoun referred to noun which has been mentioned before. Therefore, the translator chose 'sana' which referred to a specific place which has been mentioned before to give clear information to readers of the novel. If the translator translates the word literally, there will be misunderstanding which make the intended meaning cannot be delivered to the readers of TL. The translator has considered the readers of the TL novel. The translator has chosen the word which sounds natural, make sense, and give a similar response. Therefore, dynamic equivalence based on Nida's theory occurred.

f. Noun to Adjective
SL: At the bar, people were shouting about some sports occurrence. (60)
TL: Di bar, orang-orang sedang mengoceh tentang berita olahraga terkini. (76)

The underlined words above, 'occurrence' and 'terkini' are indentified as class shift which occurred in the simple sentence. According to Oxfords Learner's Dictionaries, 'occurrence' belongs to noun and the meaning of 'occurrence' is something that happens or exist. Meanwhile 'terkini' belongs to adjective and the meaning of 'terkini' is *mutakhir* or *terbaru* according to KBBI. The explanation gives clear information that class shift occurred in the simple sentence from noun to adjective. In terms of the meaning, 'occurrence' and 'terkini' are different which means that the translator did not translate the word literally to avoid misunderstanding. According to Kamus Besar Inggris Indonesia, 'occurrence' in Bahasa Indonesia is *kejadian,* or *peristiwa*. If the translator translates the word literally, the translation result will be
"Di bar, orang-orang sedang mengoceh tentang berita olah raga kejadian." The translation result cannot deliver the intended meaning by the writer of SL novel. Therefore, 'terkini' is chosen by the translator to give clear informatioin that at the bar, people were shouting about the latest sport news.

The explanation above attests that dynamic equivalence based on Nida's theory occurred. 'Terkini' as the equivalent translation of 'occurrence' sounds natural, makes sense and gives the similar response. In other words, the translator considered the readers of the TL novel.

g. Adjective to Verb

SL: Are you <u>free</u>? (85)
TL: Kau <u>bisa</u>? (103)

The underlined words in both SL and TL above, 'free' and 'bisa' indicate that there is class shift occurs. According to Oxford Learner's Dictionaries, 'free' belongs to adjective and the meaning of 'free' is not busy, (of a person or time) without particular plans or arrangements. Meanwhile 'bisa,' according to KBBI belongs to verb and the meaning of the word is *mampu (kuasa melakukan sesuatu); dapat*. The explanation proves that there is class shift which occurred from adjective to verb.The word 'free,' according to Kamus Inggris Indonesia has several meanings in Bahasa Indonesia such as *bebas, merdeka, cuma-cuma, gratis, kosong, libur*. The translator did not translate the text of the novel literally. The translator tries to understand the context of each sentence. Therefore, even though the word 'free' actually has its own meaning in Bahasa Indonesia, but the translator prefers to choose 'bisa' as the equivalent translation so that the intended meaning can be delivered to the readers of TL novel.
Therefore, dynamic equivalence based on Nida's theory occurred. The translator chooses the word as an equivalent translation which sounds natural, makes sense, and gives the similar response. Readers of TL novel are translator's focuses.

h. Verb to Adjective
SL: Do you think we <u>can</u> keep it? (120)
TL: Apa menurutmu kita <u>layak</u> menyimpannya? (145)

The underlined word in the simple sentence above has indicated that there is a class shift occurrence. According to Oxford Learner's Dictionaries, 'can' belongs to modal verb and is usually used to say that is possible for somebody/something to do something, or for something to happen. Meanwhile the word 'layak,' according to KBBI belongs adjective and the meaning of the word is *wajar; pantas; patut*. The explanation proves that there is class shift which occurs from verb to adjective. Accroding to Kamus Besar Inggris Indonesia, 'can' in Bahasa Indonesia means *dapat, bisa, pandai, boleh, berhak*. Even though the word 'can' has its own meaning in Bahasa Indonesia, the translator prefers to choose 'layak' as an equivalent translation of 'can.' The translator did not translate the text literally. The translator understands the context of the novel by reading every words, phrases, clauses, and sentences of the novel. The translator also understands the intended meaning by the writer of the SL novel. Therefore, 'layak' is used to give the clear information that one of the character of the novel asked his/her partner whether or not those two people are worth saving the 'thing.' The translator did the class shift so that the intended meaning by the writer of the SL can be delivered to the readers of the TL novel.

The explanation above attests that dynamic equivalence based on Nida's theory occurred. The translator did not translate the sentence literally. The writer chose the equivalent word which sounds natural, make sense, and has the closet meaning. In other words, the readers of TL novel are considered by the translator.

i. Adverb to Verb
SL: The day moved <u>agonizingly</u> slowly. (272)
TL: Hari itu berjalan dengan teramat lambat, dengan cara yang <u>menyiksa</u>. (322)

The underlined words, 'agonizingly' and 'menyiksa' show that there is class shift which occurs. According to Oxford Learner's Dictionaries, 'agonizingly' belongs to adverb and is used meaning 'extremly' to emphasize something negative. Meanwhile the word 'menyiksa,' according KBBI belongs to verb and the meaning of menyiksa are *menghukum dengan menyengsarakan (menyakiti, menganiaya, dan sebagainya); berbuat dengan menyengsarakan; berbuat bengis kepada yang lain dengan menyakiti*. 'Menyiksa' is a combination of 'siksa' and prefix 'me.' 'Siksa' itself belongs to noun and the meaning of siksa

is *penderitaan (kesengsaraan dan sebagainya) sebagai hukuman; hukuman dengan cara disengsarakan (disakiti)*. The explanation proves that class shift occurs from adverb to verb. As has been mentioned in the previous chapter, each language has word class and not all word classes can be translated into same class of word. In chapter two, the writer has citied from the exptert that adverb in English is usually translated into phrase in Bahasa Indonesia.That case indicates most of adverbs in English cannot always be translated into adverbs in Bahasa Indonesia. Therefore, equivalent translation is needed. The translator has choosen 'menyiksa' as an equivalent translation result of 'agonizingly.' 'Menyiksa' has the same function with 'agonizingly' in the sentence that is tell the readers about how the day moved. Therefore, dynamic equivalence has occurred. The translator has chosen the word 'menyiksa' as an equivalent translation result of 'agonizingly.' It means that the translator focus on readers of the TL novel. The equivalent translation result makes the sentence sounds natural and makes sense.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After describing and analyzing how structure shift and class shift occur from the simple sentences of Turtles All The Way Novel to the translated novel, some conclusions are drawn as follows: First, the writer found ±375 data of structure shift with details ±242 word order changes occurred in the simple sentences, ±195 extra words added, and ±193 removal of some sentence elements occurred in the simple sentences of the novel. Other than that, the writer found ± 46 shifts of pronoun to noun which occur in the simple sentences, ±15 shifts of adverb to adjective, 5 shifts of preposition to verb, 2 shifts of verb to adverb, 3 shifts of verb to pronoun, 1 shift of noun to adjective, 2 shifts of adjective to verb, 1 shift of verb to adjective, and 1 shift adverb to verb. Secondly, structure shift and class shift which occurred in the simple sentences of the novel show the translator's effort to get equivalence translation so that the translated novel become readability by the readers of TL. Therefore, even though the form of SL after translated into TL change but the meaning does not change. There are formal equivalence and dynamic equivalence found in the simple sentences which have structure shift and class shift in this research.

Suggestion

After conducting the research, the writer would like to give suggestions to the readers of this research. First, an explanation about translation shift and examples of translation shift (Bahasa Indonesia as a SL and English as a TL or vice versa) make it easy for readers to understand about translation shift and differences of each kind of translation shift. Secondly, if readers want to do a research about translation or translation shift, it is important to find a good translated text as the analysis unit of the research because a good translated text will support a researcher to make a good research.

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