

Translation Shift Analysis in Bilingual Children's Book entitled *Kumpulan Dongeng Motivasi*

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Abstract—This descriptive qualitative research was conducted to find out the types of translation shift based on Catford's theory. The data was taken from bilingual children book entitled *Kumpulan Dongeng Motivasi*. In this case, *Bahasa Indonesia* as source language (SL) and English as target language (TL). Documentation method was applied in collecting the data. The instrument of this research was human instrument. In analyzing the data, the researcher used content analysis method. After collecting and analyzing the data, it was found that two major types of shift occurred in the process of translation, namely level shift and category shift. The result showed that there are 340 data that contain shift, in which of the total shift, 6.76% is level shift, 39.9% is structure shift, 8.23% is class shift, 26.17% is unit shift, and 27.1% is intra-system shift. This research also found that 1.17% of total shift is double shift of unit shift and intra-system shift. Therefore, it can be concluded that the most frequent shift used is structure shift while the least one is class shift.

Keywords—translation, shift, level shift, category shift.

I. INTRODUCTION

Recently, the globalization era provides the chance to everyone to be able to communicate and interact to all over the world. Therefore, translation exists to make everyone around the world connect to each other. The role of translation is to bridge the communication due to different languages. Because of that, the role of translation is very crucial.

Translation means an operation performed on languages; a process of substituting a text in one language for a text in another [1]. Newmark in [2] states translation is a craft consisting in the attempt to replace a written message and or statement in one language by the same message and or statement in another language. Further Bell in [3] defines translation as the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences. All of those definitions indicate that translation has to communicate the same meaning in two different languages.

Consequently, in translating, a translator has a very important role. A translator has to reconstruct the message by equivalent term in another language. It can be said that the conveyed message in the same meaning from source language to target language is the central task of translator. Nevertheless, translation is not an easy thing to do. As there are two languages involved in translation, it seems almost impossible to establish quite similar meaning in translation.

Every language is different. There is no exact linguistic system between two languages. 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 meaning [3]. Those diversities oblige a translator to comprehend both source language and target language. Therefore, *shift* is inevitable in any kind of translation.

Shift is any change that occurs in the translation process. Shift can be done by translator in order to make the translation natural. The translator can adjust the translated text to make the result be comprehended by the reader. Catford in [1] defines shift as departures from formal correspondence in the process of going from source language to the target language. There are two kinds of shift by Catford in [1], namely *level shift* and *category shift*. She further divides *category shift* into 4 types; *structure shift*, *class shift*, *unit shift* and *intra-system shift*.

Regarding to its importance in translation, it interests the researcher to investigate about shift in translation. The data in this research was taken from bilingual children's book entitled *Kumpulan Dongeng Motivasi*. Bilingual book means in a book there are two languages involved, in this case *bahasa Indonesia* as the source language and English as the target language. In this book, there are ten motivation stories including with its English translation. A bilingual book is usually used as medium to learn foreign language. When the researcher taught in an elementary school, the researcher found that many of her students reading this kind of book as a media in learning English. Then the researcher found shifts in this book, such as:

Source language (SL): *Petugas kerajaan telah datang membawa* (23)

Target language (TL): The palace guard had come **with**. In Indonesian, the term "*membawa*" is a verb however it is translated with is not a verb but a preposition. In other word there is a change from SL to TL, a verb is translated as a preposition so it can be concluded that class shift occur. Therefore the researcher wanted to conduct the research entitled "**Shift in Children Bilingual Book entitled *Kumpulan Dongeng Motivasi***". This research tried to find out what kinds of translation shift are found in the bilingual children book entitled *Kumpulan Dongeng Motivasi*? Therefore the researcher wanted to conduct this research to find out the types of translation shift occur in the bilingual children book.

The rest of this paper is organized as follow: Section II presents literature review. Section III describes material & methodology of this research. Section IV presents finding

and following by discussion in section V. Finally, Section VI concludes this work.

II. LITERATURE REVIEW

A. The Concept of translation

The definition of translation has been defined in various ways by some scholars. Each of scholars has its own characteristic in defining the term "translation". First, Catford in [1] defines translation as a process of substituting a text in one language for a text in another. Second, Nida in [4] state that translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

Third, Larson in [5] defines translation as the transfer of meaning from the source language into the target language. Translation then consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. Forth, Bell in [3] defines translation as the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences. Further, Newmark in [2] states translation is a craft consisting in the attempt to replace a written message and or statement in one language by the same message and or statement in another language.

By the definitions above, it can be concluded that the main core of translation is reconstruct the text or message from one language to another language. It replicates the same intention by using target language from source language.

In short, the translation's result must be equivalent with its original text. The main point is in the conveyed message whether it is comprehended or not by the readers. Therefore, a translation must be natural. Larson in [5] states that a translator is successful in producing a good translation if the readers of the target language do not recognize his work as translation at all but simply as a text written in their own language for their information and enjoyment.

B. The Types of Translation

There are many scholars who mention the types of translation. Newmark in [2] claims that there are two types of transition;

- *Semantic translation*

It tries to translate the contextual meaning as close as source language semantic structure and syntactic. The orientation refers to the source language.

- *Communicative translation*

This type of translation tries to translate as natural as possible to the source text to the reader in the target language, in order to be communicative and understandable as it is oriented to the reader in target text.

C. The Concept of Translation shift

The term of shift in translation is firstly introduced by Catford. It is one of the important issues in translation. Shift can be considered as replacing, substituting, recycling, remaking, and rebuilding what missed or loss previously [6]. Bell in [3] states that *shift* from one language to another is, by definition, to alter the forms. Shift is usually used by translator as an effort to achieve equivalence in translation and in order to gain natural meaning. The idea of shift was also introduced by Vinay and Darbelnet in [7] with different terms. Those are called *transposition* (change in word class), *modulation* (change in semantics), *equivalence* (completely different translation, e. g. proverbs), and *adaptation* (change of situation due to cultural differences).

Catford in [1] interprets shift as departures from formal correspondence in the process of going from source language to the target language. There are two major types of shift in translation; *level shift* and *category shift*. *Level shift* is a SL item at one linguistic level has a TL translation equivalent at a different level. It usually occurs from grammar of source language to lexis of target language and vice versa. Meanwhile *category shift* is departures from formal correspondence in translation. Category shift is divided into 4 types; *structure shift*, *class shift*, *unit shift* and *intra-system shift*.

- Structure shift (Ss) involves a grammatical change between the structure of SL and TL. It occurs when source language and target language contains the same classes of elements, but those arrange in different way. It is considered as the most frequent category shift as it is proven in [6] [8].
- Class shift (Cs) occurs when the translation equivalent of a source text item is a member of a different class from the original item. The class can be noun, verb, adjective, adverb, preposition, pronoun, conjunction, and determiner.
- Unit shift (Us) is the change of rank- that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in the source text is a unit at a different rank in the target text. The rank of language can be morpheme, word, phrase, clause, sentence, paragraph, and text.
- Intra-system shift (Is) occurs when two different languages possess systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the target language system. It usually happens when singular term is translated to plural item and vice versa, the verb phrase in source language that has no equivalent term in target language and vice versa, etc.

III. RESEARCH METHOD

This research was a descriptive qualitative study. It tried to analyze and then describe the translation shifts that appear in bilingual children's book. The data was taken from bilingual children book entitled *Kumpulan Dongeng Motivasi* [9]. It consists of short ten motivation stories. In this book, the data involves Bahasa Indonesia as source

language and English as target language. Due to the limitation of study, the unit analyses of this research consisted of word and phrase. Documentation and note taking technique were used in collecting the data. Then, the researcher had to read the book intensively to find shift in word and phrase, in this case in the book *Kumpulan Cerita Motivasi*. To analyze the data, the researcher used content analysis. The researcher compared the source language with the target language and then categorized the data that contain shift in word and phrase based on Catford's theory. Next is putting the data into table of analysis.

IV. RESULTS AND DISCUSSION

After collecting and analyzing the data, the result showed that there were 340 data contained shift. All types of shift occur in this book. It was found that 6.76 % of total shift is level shift, 32.9% of total shift is structure shift, 8.23% of total shift is class shift, 26.17% of total shift is unit shift, and 27.1% of total shift is intra-system shift. It was also found there is 1.17% of total shift is double shift of unit shift and intra system shift. Therefore it can be concluded that the most frequent category shift used is structure shift. This is in line with Dorri's in [6], and Mobarakeh's and Sardareh's in [8] research. In the other hand, Herman in [10] found that unit shift is the most frequent category shift. Further, it is described in the following Table I below.

TABLE I. TRANSLATION SHIFT OCCUR IN BILINGUAL CHILDREN BOOK

No	Shift	Total of Data	Percentage	
1	Level Shift	23	6.76 %	
2	Category shift	Structure shift	112	32.9%
3		Class shift	28	8.23%
4		Unit Shift	89	26.17%
5		Intra-system shift	92	27.1
	Double Shift	-4	-1.17%	
Total		340	100%	

A. Level shift

Level shift occurs due to the different level between source language and target language. It usually occurs from grammar of source language to lexis of target language and vice versa. There are 4 types of level shift found the book.

a. Simple past tense

SL : *Dia sedang di pasar* (16)
 TL : He **was** in the market

SL : *Dia merasa sedih* (38)
 TL : He **was** sad

The lexis "*sedang*" and "*merasa*" is translated to be grammatical need of simple past tense "was" in TL. In English, auxiliary verb "**was**" is used to state something finished in the past. Hence level shift occurs because of the different level between SL and TL.

b. Past perfect tense

SL : *Petugas kerajaan telah datang* ... (22)

TL : The palace guard **had come** ...

SL : *Dia telah membuat hidup orang lain lebih baik* (83)

TL : He **had made** a difference in the lives of others.
 The level of SL is lexis "*telah*" in both examples are translated to grammatical need of **had**, in which it is past perfect tense of **had+v.3** in TL. In English, past perfect tense is an action that have completed in the past.

c. Simple present tense

SL : *Itu sudah menjadi sifat kita* ... (51)
 TL : It's **in** our blood ...

SL : *Kita adalah satu-satunya harapan pangeran* (94)
 TL : We **are** the prince's only hope

The level of SL "*sudah menjadi*" and "*adalah*" are lexis. In other hand the TL the level is grammar. It is simple present tense of **is** and **are**. In English, simple present tense indicates an action that happens in the present.

d. Past continuous tense

SL : *...kuenya sedang dipanggang* (161)
 TL : ...the cake **was baking**

SL : *Mereka selalu menguyah daun itu* (205)
 TL : They **were** always **munching** those leaves

The level of SL "*sedang dipanggang*" and "*selalu menguyah*" are lexis. However in the TL the level is grammar. It is past continuous tense of was+ V.Ing (**was baking, were munching**) in TL. In English, past continuous tense indicates an ongoing action in the past.

A. Category Shift

e. Structure Shift (SS)

TABLE II. STRUCTURE SHIFT IN BILINGUAL CHILDREN BOOK

No	SL		TL		Subcategories
	Head	Modifier	Modifier	Head	
1	<i>bagian</i>	<i>selatan</i>	southern	Part	Noun+adj is translated to be Adj+noun
2	<i>perenang</i>	<i>Yang baik</i>	a good	Swimmer	Noun+ adj is translated to be Article+adj+noun
3	<i>uang</i>	<i>mereka</i>	their	Money	Noun+ possessive adj is translated to be possessive adj+noun
4	<i>Goblin</i>	<i>yang paling jujur</i>	Most honest	Goblin	Noun+determiner+adj is translated to be determiner+adj+noun
Head modifier is translated to modifier head					

The examples in the Table II above indicate structure shift occur since there is different sequence when it is translated to English. In Indonesia, the sequence is HM (Head + Modifier). Meanwhile in English, the sequence changes to be MH (Modifier+ Head). Structure shift also occurs when the target structure contains different classes of elements as

in example number (2) in which in SL the classes contain noun + adj to be article + adj + noun in the TL, or else when it contains the same classes of elements, but it arranges differently as in example number (1), (3) and (4). This is in line with Akbari's in [11] research that the most frequent structural shifts in literary translation are those of "arrangement". The most frequent shifts of arrangement are those of "grammatical elements order."

f. Class Shift (CS)

Class shift usually occurs when the class of SL is translated to be the different class of TL. The examples of class shift found in the book are shown in this following Table III below:

TABLE III. CLASS SHIFT OCCUR IN BILINGUAL CHILDREN BOOK

No	SL	TL	Subcategories
1	Goby terlihat gembira	Goby was almost always happy	Verb is translated to be adverb
2	Aku pandai bermain musik	I'm good at music	Verb phrase is translated to be adjective
3	Goby tidak berbakat untuk memainkannya	Goby didn't have the talent to play it well	Verb is translated to be noun
4	Petugas kerajaan telah datang membawa	The palace guard had come with	Verb is translated to be preposition
5	Gumannya sedih	He murmured sadly	Adjective is translated to be adverb
6	Diatas panggung	The podium	Preposition is translated to be determiner
7	Waktu pengembalian uang sudah tiba	It was the time to return the money	Noun is translated to be verb
8	Tapi di tangan saya...	But I have here ...	Preposition is translated to be verb
9	Dia merasa kesepian	He felt so lonely	Noun is translated to be adjective
10	Gigi selalu siap membantu	Gigi never failed to help	Adjective is translated to be verb
11	Trilli yang masih muda ...	She was a lively young troll	Noun is translated to be pronoun
12	Trilli yakin dapat belajar dengan cepat	Trilli was sure she could learn fast	Adverb is translated to be adjective
13	Sementara menunggu kuenya matang ...	While waiting for the cake in the oven ...	Adjective is translated to be preposition
14	Suhunya sudah kuatur dua kali lebih panas	I have doubled the temperature	Adverb is translated to be verb
15	Semua orang sepertinya senang ...	Everybody seems to like it ...	Adjective is translated to be verb

From the example in Table III above, it can be concluded that there are 15 kinds of class shift occur. Those are

- verb is translated to be adverb
- verb phrase is translated to be adjective
- Verb is translated to be noun
- verb is translated to be preposition
- adjective is translated to be adverb
- Preposition is translated to be determiner
- noun is translated to be verb
- preposition is translated to be verb
- Noun is translated to be adjective

- adjective is translated to be verb
- Noun is translated to be pronoun
- adverb is translated to be adjective
- adjective is translated to be preposition
- adverb is translated to be verb
- adjective is translated to verb

g. Unit Shift (Us)

1) Noun is translated to noun phrase, and vice versa

- SL : warga desa (176)
TL : people
- SL : Mahkotanya (278)
TL : His crown

The example number (1) show a change from noun phrase that is translated to noun, and meanwhile number (2) show a change from noun that is translated to noun phrase. Therefore, unit shift occurs in those two translations

2) Verb is translated to verb phrase, and vice versa

- SL : Dia **duduk** sendirian (7)
TL : he **was sitting** alone
- SL : Dia sedang ke pasar membeli kain untuk **mencari tahu** ... (16)
TL : he was at the market buying fabrics to **see** ...

The example number (1) and (2) show there is a change from verb that is translated to verb phrase, meanwhile number (2) show a change from verb phrase that is translated to verb Therefore, unit shift occurs in this translation. As Herman in [12] found in his research that unit shifts are usually created from phrase into word, verb phrase into verb, and word into phrase. It is in line with this study.

3) Intra-system shift (Is)

a) Singular noun is translated to plural noun

- SL : Kami hanya menerima **murid** yang memenuhi **persyaratan** (32)
TL : We only accept **students** who meet our **requirements**.

The example above indicates the word **murid** and **persyaratan** in bahasa Indonesia is a singular form. Nevertheless, in TL those nouns are translated to be **students** and **requirements** in which in English, it indicates a plural form. Hence, there is a corresponding form from singular to plural form.

b) Verb is translated to Verb+ed or Verb+s/es

- SL : Siang-malam dia **berlatih**. (125)
TL : She **practiced** day and night.

In Indonesian language system, there is no verb change. It differs from English system that has verb change based on the time. The term **practiced** in example above show that it happens in the past.

c) *Verb is translated to Verb+s/es*

SL: *Kerelaanku meminjamkan uang menunjukkan aku ...* (33)

TL: ... I'm willing to lend my money **shows** that I'm ...
In Indonesian language system, there is no verb change. It differs from English system that has verb change based on the time. The term **shows** in example above show that it happens in the present.

d) *Verb is translated to Verb+ing*

SL : *Dia berhasil menahan diri untuk tidak membuka oven ...* (170)

TL : She managed to refrain from **opening** the oven ...

In the example above, verb **membuka** is translated to **opening** (verb+ing). In English a verb can be added with **-ing** when there are more than one verb in a sentence. It definitely differs with Indonesian language system in which there will be no change of verb even there are more than one verb in a sentence.

e) *Dia is translated he/she*

(1) SL : *Dia mencoba memainkan seruling ayahnya.* (3)

TL : **He** tried to play his dad's recorder.

(2) SL : *Dia sudah bertekad untuk terbang.*

TL : **She** was determined to fly.

In Indonesian language system, the term **dia** refers to singular third person. There is no gender reference. However, in TL it is translated to be **he** or **she** in which the term **he** refers to male and **she** refers to female. There is gender reference. Therefore, it can be said as intra-system shift.

4) *Double shift*

This research also found 1.17% of total shift are double shift.

The examples from the book are

SL : *anak perempuan* (286)

TL : daughters

SL : *putri duyung* (217)

TL : mermaids

The example changes from noun phrase to noun and from singular form in Indonesia to plural form in English. Hence, it is considered as double shift of unit and intra system shift.

V. CONCLUSION

Every language brings its different system and rules. Those diversities cause a shift in translation. Shift is any change that occurs in the translation process. Shift is one of the translation strategies to make the translation natural. The translator can adjust the translated text to make the result be comprehended by the reader. Therefore, it is considered as a good translation when a translator is able to reconstruct the meaning as natural as possible with target language so the target reader doesn't realize it is a product of translation.

This research investigates the appearance of translation shift in bilingual children's book. All kind of shift was found in the book. Those are level shift, structure shift, class shift, unit shift, and intra-system shift. Based on the result, it is known that the most frequent shift used by the translator is structure shift; with the total percentage is 32.9%, meanwhile the least shift is class shift; with the total shift is 8.23%. It also found that 1.17% of total shift is double shift of unit and intra-system shift. At last, this research is hoped to be useful for those who are interested to investigate more about shift in translation.

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