# TRANSLATION SHIFTS IN THE NOVEL "MANSFIELD PARK" BY JANE AUSTEN TRANSLATED BY BERLIANI MANTILI NUGRAHANI

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## ABSTRACT

*Shifting* (pergeseran) di dalam penerjemahan tidak mungkin dapat dihindari karena perbedaan budaya dan struktur kalimat di setiap bahasa yang ada, sehingga perlu pendalaman pemahaman teori di dalam melakukan proses penerjemahan. Penelitian ini bertujuan untuk mengungkap bagaimana *Translation Shifts* terjadi di dalam novel dan mendeskripsikan masalah-masalah apa saja yang muncul di dalam penerjemahan. *Translation Shifts* yang diteliti dibagi menjadi tiga bagian, yakni: 1) *Level Shifts* – perubahan dari bentuk positif ke negatif dan sebaliknya; 2) *Structure Shifts* – perubahan dari bentuk pasif ke aktif dan sebaliknya; 3) *Unit Shifts* atau *Rank Shifts* – perubahan dari satu kata menjadi sebuah frasa atau sebaliknya.

Kata kunci : *Level Shifts, Structure Shifts, Unit Shifts* atau *Rank Shifts, Qualitative Descriptive*.

## I.  INTRODUCTION

### I.1. Background of the Problem

A variety of types of literary work such as movies, novels, comic books, and magazines, have been translated into Indonesian. Some of them, which consist of many genres, such as fantasy story, science fiction, modern or classical drama, are very popular in the world. In term of translation, we have been acquainted with both the source language (SL) text and the target language (TL) text. To be a good translator, one should be capable of not only translating the meaning from the SL into the TL, but also delivering the authentic message. As in Sadtono's theory cited by Rangkuti which emphasizes mastery of both the target text and the source text is simply another way of stating importance of grammar for which J.C.Catford uses

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terminology as "language as patterned behavior" and which is the language studies (p.41). Moreover, according to Venuti "Translation theories that privilege equivalence must inevitably come to terms with the existence of 'shifts' between the foreign and translated text." (p.148).

Shifts unquestionably occur in both the source and the translated novel "Mansfield Park," most of which are Level Shifts, where grammatical concept may be conveyed by a lexeme; and Category Shifts, which consist of of structure shifts, class shifts, unit shifts or rank shifts,and intra-system shifts.

## I.2. Aims of the Study

The study is to find out the Level Shifts, Structure Shifts, and Rank Shifts in the novel and also to describe the problems that may occur in the translation of each category.

## II. Review of the Related Theories
## II.1. Definitions of Translation

Nida and Taber in their book "The theory and Practice of Translation" (1974: 12) mentions that the best translation does not sound like a translation. This statement is related to the nature of translating theory which has several elements. The natural equivalent is one of those contradictory elements which refers to one of the most essential points in translation studies is that translator should master the originality of both the source language and the target language. Besides, the tterm "meaning" used in translation studies is less important than the use of "equivalent." It implies that translation is more than just discovering the lexical meaning or looking up the dictionary. When the source text is produced into another language in the closest equivalent of the source language, this is what Nida and Taber define as translation. And according to several theorists translation is :

1. a process by which the chain of signifiers that constitute the foreign text is replaced by a chain of signifiers in the translating language which the translator provides on the strength of an interpretation. (Venuti, 2008:13);
2. so far removed from being the steriel equation of two dead languages that of all literary forms it is the one charged with the special mission of watching over the maturing process of the original language and the birth pangs of its own. (Benjamin in Venuti, 2000:18);

3. the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic andd sylistic eqivalences. (Bell, 1991:5);

4. an attempt to replace a written message or statement in one language by the same message or statement in another language. (Newmark cited by Rangkuti, 2007:23).

In short, translation is a process or an attempt to constitute or to replace a message of one language into the equivalent message in another language. The translator should have the strength of an interpretation ans master both the original language and target language to produce a good translation.

**II.2. The Definition of Translation Shifts**

Catford in his book entitled "A Linguistic Theory of Translation" states that 'by shifts' we mean departures from formal correspondence in the process of going from the SL to the TL. (1965:73). In addition, he points out two major types of 'shift'which include level shifts and category shifts.

1. **Level Shifts**

By a shift of level we mean that a SL item at one linguistic level has a TL translation equivalent at a different level. Shifts from grammar to lexis and vice-versa are the onley possible level-shifts in translation and such shifts are, or course, quite common. Here are some examples of Level Shifts taken from the novel :

SL : You had better **not go**. (90)
TL : *Sebaiknya kau **menunggu di sini saja.*** (138)

SL : Having visited many more rooms than **could be supposed to be of any other use** than to contribute to the window-tax, and find enployment for housemaids. (77)
TL : *Setelah melihat banyak ruangan yang **tidak banyak berguna** keuali dalam menambah jumlah pajak dan pekerjaan bagi pelayan.* (119)

2. **Category Shifts**

We use the term 'rank-bound' transaltion only to refer to those special cases where equivalence is deliberately limited to ranks below the

sentence, thus leading to 'bad translation' = i.e. translation in which the TL text is either not a normal TL form at all, or is not relatable to the same situational substance as the SL text. In normal, unbounded, then, translation equivalence may occur between sentences, clauses, groups, words and (though rarely) morphemes. Changes of rank (unit shifts) are by no means the only changes of this type which occur in translation; there are also changes of structure, changes of class, changes of term in system, etc. Some of these – particularly structure changes – are even more frequentt than rank changes.

1. **Structure Shifts.**

   These are amongst the most frequent category shifts at all ranks in translation; they occur in phonological and graphological translation as well as in total translation. In grammar, structure-shifts can occur at all ranks. The example of structure shifts are taken from the novel :

   SL : It is unknown how much **was consumed** in our kitchen by odd comers and goers. (26)

   TL : *Entah seberapa banyak uang **yang mengalir** dari dapur kami untuk orang-orang yang selalu datang dan pergi.* (44)

   (The passive voice in the SL changes into the active voice in the TL)

   SL : Miss Crawford **was not entirely free from** similar apprehension. (36)

   TL : *Kegelisahan yang sama juga **dirasakan** oleh Miss Crawford.* (59)

   (Here the active voice in the SL changes into the passive voice in the TL)

2. **Class Shifts**

   We define a class as 'that grouping of members of a given unit which is defined by operation in the structure of the unit next above.' Class shift, then, occurs when the translation equivalent of a SL item is a member of a different class from the original item. Here are examples of Class shifts taken from the novel :

   SL : It might do very well; she **believed** she should accept him. (43)

TL : *Ini benar-benar pas. Miss Crawford telah **mantap** untuk menerima Tom.* (69)

(In the SL, the word "believed" is a verb form and it is translated into an adjective "*mantap*" in the TL)

SL : He could **hardly** ever get out, poor man, to enjoy anything. (48)

TL : *Almarhum suamiku itu **jarang** bisa keluar untuk menikmati apapun.* (78)

(In the SL, the word "hardly" is an adverb and it is translated into an adjective "*jarang*" in the TL).

3. **Unit Shifts**

By unit-shift we mean changes of rank – that is, departures from foral correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in TL. The example of unit or rank shifts is described as follows :

SL : The young people were all at home, and sustained their share in the introduction very well, with much good humour, and no embarrasment, at least on the part of the sons, who, at **seventeen** and **sixteen**, and tall of their age, had all the grandeur of men in the eyes of their little cousin. (10)

TL : *Semua anak keluarga Betram ada di rumah dan memperkenalkan diri mereka dengan sangat baik, ramah dan tanpa malu-malu, terutama anak laki-laki yang bertubuh jangkung untuk ukuran pemuda berusia **tujuh belas** dan **enam belas** tahun, dan memandang sepupu kecil mereka dari kacamata lelaki dewasa.* (22)

4. **Intra-System Shifts**

We use the term intra-system shift for those cases where the shift occurs internally, within a system; that is, for those cases where SL and TL posses systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system for example:

> SL:    "**Please**, switch off the lights."
> TL:    "***Tolong**, matikan lampu.*"

Beside, Dirk Delabatista, in Baker's "Routledge Encyclopedia of Translation Studies" also states a definition of translation shifts that "the term shifts is used in the literature to refer to changes which occur or may occur in tghe process of translating." Furthermore, shifts of translation can be distinguished from the systemic differences which exist between source and target languages and cultures. (1998: 226). Moreover, Newmark mantions the translation shifts by using Catford's and Vinay-Darbelnet's theories that "transpositions are that they illustrate a frequent tension between grammar and stress." He also says "transposition is the only translation procedure concerned with grammar, and most translators make transpositions intuitively." (1988:88)

## II.3. Methods of Translation

Newmark in his book "A Textbook of Translation" names a number of methods commonly used in translation which is explained as follows :

- **Word-for-word Translation**

  This is often demostrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the the words translated singly by their most common meanings, ot of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.

- **Literal Translation**

  The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

- **Faithful Translation**

  A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structure. It 'trasnfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from norms) in the

translation. It attempts to be completely faithful to the intentions the text-realization of the SL writer.

- **Semantic Translation**

  Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

- **Adaptation**

  This is the 'freest' form of translation. It is used mainly for plays (comediesl and poetry; the themes, characters, plots are usually preserved, the SL culture converted to theTL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescue' period plays.

- **Free translation**

  Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all.

- **Idiomatic translation**

  Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

- **Communicative translation**

  Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

## II.4. Process of Translation

Dimitrova in his book "Handbook of Translation Studies", the translation process is tghe cognitive activity of producing a target text in oone language, based upon a source text in another language. Dimitrova also classifies the translation process into three major segments, which is called process-oriented studies, described as follows :

1) Theoretical Context

   The cognitive activities of translating are complex, involving the comprehension of (a segment of) a text in one language and the production of (a segment of) a text in another language, and also requiring processes of transfer or switching between the two languages. Given this complexity, research on the translation process is informed by a wide array of theoretical approaches, mainly linguistics, particularly psycholinguistics, research on bilingualism and seccond language accquisition and cognitive psychology.

2) Research Methods

   An important impetus for process-oriented research on translation came with the publication in 1984 of Protocol analysis, a work by the cognitive psychologists. Ericsson and Simon, which presented a theoretical foundation for introspective methods in general cognitive psychology and a discussion of their application and validity. This offered a possible method for empirically based research on the translation process as well. Introspection or verbal reporting involves asking a subject, for instance a translator, to report whatever goes through his or her mind during the translation task. The most frequently used introspective method for studying the translation process has concurrent instrospection or verbalizing, so called thinking-aloud.

3) Issues Studied

   One of the first aspects of translation studied in empirical process-oriented research was the problem encountered by the subjects in the process and the strategies applied by them for problem-solving. An important finding was the alternation in the process between automatized processes and occurrences of problems, as well as the strategic, problem solving behavior of the subjects.

Further, Dimitrova states that another important strand is the charateristics of the different phases of the process and the distribution of different cognitive activities across them. The cognitive activities of reading the source text, producing and revising on-line target text segments, evaluating the target text and revising it, using reference works, etc., show different patterns in different subjects, partly related to previous translation experience. Three overall phases of the translation process are identified in most process data, i.e. an initial phase of planning, orientation and reading, a phase of drafting or generating the target text, and a revision phase, but with differences in relative time allocation and approach within each phase.

## II.5. Stages of Translation

In the book entitled "Introduction of Semantics and Translation", Barnwell formulated three basic stages in translating which involves :

1. **Preparation through studying the meaning of the source text**
   In this stage, she explains that before beginning to translate any book first read the source text right through and study the overall pattern of the book, then become aware of the larger communication units of the book and the way that they are related to each other. Moreover, she writes that the translation itself should be done in sections and focus on whole sections, not just on individual verses:

   a. Read the whole section through several times. Read it in several versions,
   b. Study the meaning in detail, using all the aids available to you,
   c. Constant reference should be made to the form of the original source text wherever possible,
   d. Reference books, and
   e. Exegetical techniques.

2. **Transfer of the message into the receptor language**
   Here is Barnwell's important note as quoted from her book :
   "The actual transfer of the message into the receptor language should be made by a mother tongue speaker of the receptor language, whenever possible. If the preparation stage has been done by someone other than

the mother tongue speaker team member, then there needs to be a process of communication of the relevant information about the meaning of the source text message to the mother tongue team member," (1980:259)

She also divided this stage into several sections :

a. Before beginning to write down the translation, think through the translation of the whole paragraph or section. This will help to get the continuity of the passage,

b. Write down the translation. Continue to use your reference aids as necessary. After you have translated the section, also the draft section,

c. After you have made this first draft out of the section, read the section through aloud,

d. Then check back to your source text. Check for omissions, additions or distortions of the source message, and make any necessary corrections.

**3. Revision through checking and testing**

This stage includes :

a. There should be checking by reviewers. Copies of the draft translation are sent to these reviewers for them to make their comments. Sometimes this is done in writing;

b. Testing with other mother tongue speakers. This kind of testing involves the translator, or someone else who is trained in translation principles, taking the translation out and reading it with mother tongue speakers. The aim is to find out whether people understand it, whether what they understand is the correct meaning and whether the language used in the translation is natural and clear;

c. Some people have gifts as stylists, i.e. they can take a passage and re-express it clearly, powerfully, and naturally;

d. Consultant checking will also be done with the help of a trained translation consultant. Consultant checking sessions are an important factor in tghe training of the translation team in the early stages of the work;

e. Editing will also be needed as the translation is prepared for publication. This includes checking such detail as spelling, punctuation, verse numbering, consistency in the use of key terms and

in the translation of parallel passages – a tedious and exacting part of the work, but also necessary.

## II.6. Procedures of Translation

While Newmark has a difference of formulation between translation methods and translation procedures, Vinay and Darbelnet, in Venuti's "Translation Studies Reader," has more concise explanation related to translation procedures called as direct and oblique translation methods. In this point, however, I would like to briefly discuss the procedures of translation by Newmark in his book "A Ttextbook of Translation" in combination with Vinay's and Darbelnet's theory :

a) **Transference**

Transference is the process of transferring a SL word to a TL text as a translation procedure. Some authorities deny that this is a translation procedure, but no other term is appropriate if a translator decides to use an SL word for this text, say for English and the relevant language.

b) **Naturalisation**

This procedure succeeds transference and adapts the SL words first to the normal pronunciation, then to the normal morpholoy (word-forms) of the TL.

c) **Cultural Equivalent**

This is an approximate translation where an SL cultural word is translated by a TL cultural word. However, the main purpose of this procedure is to support or supplement another translation procedure in a couplet.

d) **Functional Equivalent**

This common procedure, applied to cultural words, requires the use of a cultural-free word, sometimes with a new specific term; it therefore neutralizes or generalizes the SL word. This procedure, which is cultural componential analysis, is the most accurate way of translating, i.e. deculturalising a cultural word.

e) **Descriptive Equivalent**

In translation, description sometimes has to be weighed against function. Description and function are essential elements in explanation and therefore in translation. In translation discussion, function used to be neglected; now it tends to be everplayed.

f) **Synonymy**

I use the word 'synonymy' in the sense of a near TL equivalent to an SL word in a context, where a precise equivalent may or may not exist. This procedure is used for an SL word where there is no clear one-to-one equivalent, and the word is not important in the text, in particular for adjectives and adverbs of quality (which in principle are 'outside' the grammar and less important than other components of a sentence.)

**g) Through Translation**

The literal translation of common collocations, names of organizations, the components of compounds, and perhaps phrases, is known as *calque* (Vinay's and Darbelnet's term) or loan translation. Newmark prefers the more transparent term 'through translation.'

**h) Shifts or Transpositions**

This kind of procedure I use in this study is also stated by Newmark using Catford's term, and also Vinay's and Darbelnet's. He says that a 'shift' or 'transposition' is a translation procedure involving a change in the grammar from SL to TL.

**i) Modulation**

Vinay and Darbelnet coin the term 'modulation' to define 'a variation through a change of viewpoint, or perspective and very often of category of thought'. Free modulations are used by translators 'when the TL rejects literal translation', which means virtually always. Further, modulations are divided into eleven rather random categories, whilst the only important one, the 'neglected contrary', is not discussed.

**j) Recognized Translation**

You should normally use the official or the general accepted translation of any institutional term. If appropriate, you can gloss it and, in doing so, indirectly show your disagreement with the official version.

**k) Translation Label**

This is provisional translation, usually of a new institutional term, which should be made in inverted commas, which can later be discreetly withdrawn.

**l) Compensation**

This is said to occur when loss of meaning, sound effect, metaphor, or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence.

**m) Componential Analysis**

This is the splitting up of a lexical unit into its sense components, often one-to-two, -three or – four translation.

**n) Reduction and Expansion**

These are rather imprecise translation procedures, which you practice intuitively in some cases.

**o) Paraphrase**

This is an amplification or explanation of the meaning of a segment of the text. It is used in an 'anonymous' text when it is poorly written, or has important implications or omissions.

## II.7. The Quality of Translation

Barnwell in her book "Introduction to Semantics and Translation" names the three most important qualities of a good translation which include :

1. **Accuracy**

   Correct exegesis of the source message and the transfer of teh meaning of that message as exactly as possible into the receptor language;

2. **Clarity**

   There may be several different ways of expressing an idea – choose the way which communicates most clearly; the way which ordinary people will understand;

3. **Naturalness**

   It is important to use the natural form of the receptor language if the translation is to be effective and acceptable. A translation should not sound foreign.

## III. Analysis

### 3.1.1 Classification A.1: From Positive to Negative Forms

| Source Language | Target Language |
|---|---|
| Of the rest she saw nothing: **nobody seemed** to think of her ever going amongst them again,... | *Dengan saudara-saudaranya yang lain, dia tidak pernah berjumpa lagi; **seperti tidak ada** yang mengharapkannya kembali...* |

In the SL text "Of the rest she saw nothing: **nobody seemed** to think of her ever going amongst them again,..." the positive construction '...**nobody seemed to**...' is translated into a negative phrase "...***sepertinya tidak ada***..." in the TL "*Dengan saudara-saudaranya yang lain, dia tidak pernah berjumpa lagi; **seperti tidak ada** yang mengharapkannya kembali...*"

As a result, there is a shift which occurs from a positive sentence into a negative phrase.

**Translation Strategy:**
1. Semantic strategy: altering the level of abstraction from positive to negative;
2. Syntactic strategy: changing the sentence structure, namely from a positive clause '...**nobody seemed to**...' to become a negative phrase '...***sepertinya tidak ada***...'

**Translation Theories:**
1. Munday (2001) citing Catford (1974) mentioned that "Structural shifts is said to be the most common form of shift and to involve mostly a shift in grammatical structure." (p.61)
   Example :
   SL: A fine lady in a country parsonage **was quite out of place**.
   TL: *Seorang wanita boros **tidak sepantasnya tinggal di desa**.*
   The positive construction in the SL is translated into the negative form in the TL.

2. Catford (1965) mentioned that "by a shift we mean that a SL item at one linguistice level has a TL translation equivalent at a different level." (p.73)
   Example :
   SL:  An uncle with whom she has been living so many years, and who, **whatever his faults maybe**, is so very fond of her brother, treating him, they say, quite like a son.
   TL:  *Seorang paman yang sudah menampungnya selama bertahun-tahun, dan yang, **walaupun tak luput dari***

> *kesalahan, sangat menyayangi saudaranya, bahkan memperlakukannya selayaknya anaknya sendiri.*

In the SL above, the positive construction '...**whatever his faults maybe**...' is shifted into a negative phrase '...***walaupun tak luput dari kesalahan***...' in the TL text.

### 3.1.2 Classification A.2: From Negative to Positive Forms

| Source Language | Target Language |
|---|---|
| William **did not like** she should come away; ... | William **sedih** karena kepergianku; ... |

The negative construction "William **did not like** she should come away;..." above is translated into a positive form "William **sedih** karena kepergianku; ..." As a result, there is a change of level from a negative construction into a positive form. Furthermore, the three words '**did not like**' is translated fewer into one word '*sedih*' which is shorter than the SL text.

**Translation Strategies:**
1. Semantic strategy: altering the level of abstraction from negative to positive;
2. Pragmatic strategy: fewer words, namely the longer phrase '**did not like**' is translated into a word '*sedih*'

**Translation Theories:**
1. Baker (1998) citing Catford (1965) mentioned that "...within this framework, shifts occur on the grammatical and lexical levels, and their investigation is therefore pursued within the boundaries of the sentence as an upper rank." (p.229)
   Example:
   SL: "She had never received kindness from her aunt Norris, and **could not love** her."
   TL: "*Dia tidak pernah menerima kebaikan dari Bibi Norris, dan **mustahil bisa mencintainya**.*"
   In the SL text, the negative construction '...**could not love**...' is shifted into a positive form '...***mustahil bisa mencintainya***...' in the TL text.

2. Nida and Taber (1982) mentioned that "There are quite naturally some expressions which are reduced in the process of transfer from one language to another." (p.168)

Example:

SL:    Something is going to happen which **I do not like at all**; ...

TL:    *Sesuatu yang **kubenci** akan segera terjadi; ...*

The word '***kubenci***' in the TL above is fewer translation for the SL '**I do not like at all**'

### 3.2.1 Classification B.1: From Passive to Active Forms

| Source Language | Target Language |
|---|---|
| But **it must not be forgotten** that no benefit of that sort would have been beyond his natural claims on us,... | *Tapi **jangan lupa** bahwa Edmund sendiri bisa mencapai posisi itu tanpan bantuan dari kita,...* |

In the SL text the passive voice "...**it must not be forgotten**..." is translated into an active voice in the TL text "...***jangan lupa***..." There is a shift of structure which occur from passive form to active voice. Moreover, the five words '...**it must not be forgotten**...' is shifted into two words '...***jangan lupa***...' which indicates a reduction in the translation.

**Translation Strategies:**

1. Syntactic strategy: changing the sentence structure, namely, from passive voice to acttive form;
2. Pragmatic strategy: fewer words, namely the longer SL construction '**it must not be forgotten**' is shifted into shorter words '***jangan lupa***'.

**Translation Theories:**

1. Catford (1965) mentioned that "In grammar, structure shifts can occur at all ranks." (p.77)

Example:

The phrase 'to be remembered' in "Why, indeed, Fanny, I should hope to be remembered at such a distance as the White House." is translated into '*mengingat*' in the TL "*Ya ampun, Fanny, kau tetap harus mengingat kebaikan walaupun hanya pindah ke White House.*"

2. Chesterman (1997) citied by Schaffner mentioned that "...with 'addition' and 'omission' often listed as separate translation strategies in the literature and used in the annotation." (p.31)
Example:
SL: "But if you do not like it, there is no more **to be said**."
TL: "*Tapi kalau kau tak setuju, kita tak perlu lagi membahasnya.*"
In the SL text above, the phrase '**to be said**' is translated fewer into '*membahasnya*' in the TL text.

### 3.2.2 Classification B.2: From Active to Passive Forms

| Source Language | Target Language |
|---|---|
| Yes, when you have written the letter, I will take it to my father **to frank**. | *Iya. Setelah kau selesai menulis suratmu, aku akan membawanya kepada ayahku untuk **diberi perangko**.* |

In the SL text the active voice "...**to frank**..." is shifted into a passive form "...*diberi perangko*..." in the TL text above. Thus, there is change of sentence structure from an active voice to passive form. Moreover, the phrase '**to frank**' is translated into '*diberi perangko*' instead of '*diperangko*'. An addition of the word '*diberi*' emphasizes an appropriate style in translating '**to frank**'

**Translation Strategies:**
1. Syntactic strategy: changing the sentence structure, namely from the active voice to the passive voice;
2. Emphasis on stylistic appropriateness: namely, the phrase '**to frank**' is shifted into '*diberi perangko*'

**Translation Theories:**

1. Munday (2001) citing Catford (1974) mentioned that "Structural shifts is said to be the most common form of shift and to involve mostly a shift in grammatical structure." (p.61)

   Example:

   SL: The carriage drove off amid the good wishes of **the two remaining ladies**, and the barking of Pug in his mistress's arms.

   TL: *Kereta bertolak diiringi ucapan selamat jalan dari **kedua wanita yang tersisa** dan gongongan Pug dari pelukan majikannya.*

2. Nida and Taber (1982) found that "Stylistic is (1) pertaining to style; (2) pertaining to the use of certain recognized features of form which characterize specific styles or literary genres." (p.207)

   Example:

   In the SL text "Her prospect **always ended** in Mr Crawford and her sister sitting side by side." The phrase '...**always ended**...' is translated into '...***selalu tertuju***...' in the TL text "*Perhatiannya **selalu tertuju** pada Mr Crawford dan adiknya yang duduk berdampingan.*" to make the translation more appropriate.

### 3.3.1 Classification C: Unit Shifts or Rank Shifts

| Source Language | Target Language |
|---|---|
| When to these sorrows was ended the idea of the brothers and sisters among whom she had always been important as **playfellow**, instructress, and nurses, the despondence that sunk her little heart was severe. | *Kesedihannya semakin menjadi-jadi ketika dia teringat kepada saudara-daranya, yang selalu menganggapnya sebagai **teman bermain**, guru, dan perawat yang penting.* |

The word "**playfellow**" in the SL above is translated into a phrase '***teman bermain***' in the TL text. This indicates over-translation from one word to a phrase.

**Translation Strategy:**

Pragmatic strategy: adding information, namely, from one word '**playfellow**' into a phrase '***teman bermain***'

**Translation Theories:**

1. Catford (1965) mentioned that "by unit-shift we mean changes of rank – that is, departures from formal correspondence in which the translation equivalent of a unit at one rank isn the SL is a unit at a different rank in te TL." (p.79)

   Example:

   The words '**seventeen**' and '**sixteen**' in the SL "...at least on the part of the sons, who, at **seventeen** and **sixteen**,..." is translated into phrases in the TL "...*terutama anak laki-laki yang bertubuh jangkung untuk ukuran pemuda berusia **tujuh belas** dab **enam belas** tahun...*"

2. Duff (1981) stated, "...a translation may be longer ... than the oroginal..." (p.22)

   Example:

   The word '**ungrateful**' in the SL text "...but a more tender nature suggested that her feelings were **ungrateful**, and she really grieved because she could not grieve." is translated longer into a phrase '***tidak tahu terima kasih***' in the TL text "...*tetapi hati kecilnya menyayangkan perasaannya yang **tidak tahu berterima kasih**, dan dia sangat sedih karena tidak berduka untuk kepergian pamannya.*"

## IV. CONCLUSION

In translating the SL text into the TL text we should not concern about some changes that may occur in translation based on grammar and lexical meaning. Shifting may appear in some cases of translation. In this research shifts of level, shifts of structure and shifts of unit frequently occur. By using translation strategies, grammar and lexical meaning are not the only

important factors, there is also a linguistic strategy that can guide a translator to understand how problems can be solved in translation shifts.

In tarnsferring the meaning into the equivalent target language, a translator should master how to translate an SL not just by looking up the lexical meaning, but also understanding grammar and linguistics in depth that can assist a translator during the translation process in order to produce acceptable translation/s.

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