ENGLISH – INDONESIAN CATEGORY SHIFTS IN THE

STRAWBERRY SHORTCAKE BILINGUAL CHILDREN BOOK

A Thesis

Submitted to Faculty of Adab and Humanities in Partial Fulfillment of

the Requirements for the Strata One (S1) Degree

PUTRI NAFISAH DIENA
NIM. 1111026000076

ENGLISH LETTERS DEPARTMENT

FACULTY OF ADAB AND HUMANITIES

STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH JAKARTA

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ABSTRACT


The aims of this thesis are to find out kinds of category shift and to know how the shift occurred in translating *Makeover Madness* and *Butterfly Ride Strawberry Shortcake* bilingual children book. The writer analyzes this translation based on the theory of translation shift by Catford.

The methodology that the writer uses is descriptive qualitative method. The writer reads and compares both English as source language and Indonesian as target language and marks where the shift found in the sentence, clause, phrase, and word. Then, the writer analyzes each shift using the theory.

The writer finds all kinds of category shift in the books: unit shift, structure shift, class shift, and intra-system shift. Unit shifts occur from sentence to clause, clause to word, clause to compound-word, compound-word to phrase, and two shifts from phrase to word. Structure shifts occur within the arrangement clause and the arrangement of noun phrase. Class shifts occur within word class and group class. Intra-system shifts occur within article system and number system shift from plural to singular. The writer concludes that shift is any changes in the translation process because of translator’s effort to establish translation equivalent between SL and TL.
APPROVEMENT

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Putri Nafisah Diena
NIM. 1111 02 60000 76

Approved by:

Advisor

Dr. H. Muhammad Farkhan, M.Pd.
NIP. 19650919 200003 1 002

ENGLISH LETTERS DEPARTMENT
FACULTY OF ADAB AND HUMANITIES
STATE ISLAMIC UNIVERSITY OF SYARIF HIDAYATULLAH
JAKARTA
2015
Name : Putri Nafisah Diena
NIM : 1111026000076
Title : English – Indonesian Category Shifts in the *Strawberry Shortcake*

The thesis entitled above has been defended before the Letters and Humanities Faculty’s Examination Committee on November 11th, 2015. It has been already been accepted as partial fulfillment of the requirements for the degree of strata one.

Jakarta, November 11th, 2015
DECLARATION

I hereby declare that this thesis which entitled An Analysis of English–Indonesian Category Shifts in the Strawberry Shortcake Bilingual Children Book is completely my own work and that, to the best of my knowledge and belief. It contains no material previously published or written by another person nor material which to substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, June 2015

Putri Nafisah Diena
ACKNOWLEDGEMENT

In the name of Allah, the most Beneficent, the most Merciful. All praise only to Allah that has blessed the writer in completing this thesis. Peace and salutation be upon the most honorable Prophet Muhammad SAW, his families, his companies, and his adherents.

The writer would like to express her sincere thanks to:

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The writer realized that there are so much lacks and mistakes in this thesis. However, the writer hopes it can be used for other students, translators, and researchers.

Jakarta, June 2015
The Writer
THE LIST OF TABLE

Table 1. Data Findings of Category Shifts Found in the Strawberry Shortcake Bilingual Books................................................................................................................................................. 37
THE LIST OF FIGURES

Figure 1. Translation Process by Larson .............................................................. 13

Figure 2. Translation Process by Nida and Taber .............................................. 14
# TABLE OF CONTENTS

ABSTRACT ................................................................................................................................. i

APPROVEMENT ......................................................................................................................... ii

LEGALIZATION .......................................................................................................................... iii

DECLARATION ............................................................................................................................ iv

ACKNOWLEDGEMENT ................................................................................................................ v

THE LIST OF TABLE .................................................................................................................. vii

THE LIST OF FIGURES .............................................................................................................. viii

TABLE OF CONTENTS ............................................................................................................... ix

CHAPTER I. INTRODUCTION ...................................................................................................... 1

A. Background of The Study ................................................................. 1

B. Focus of The Study ......................................................................... 5

C. Research Question ......................................................................... 5

D. Significance of The Study .............................................................. 6

E. Research Methodology .................................................................... 6

1. The Objectives of Research .......................................................... 6

2. The Method of Research .............................................................. 6

3. The Technique of Data Analysis .................................................. 7

4. The Instrument of the Research .................................................... 7

5. The Unit of Analysis ................................................................. 7
A. Background of The Study

Translating is the process of transferring written text from one language into another. The translator transfers the message that the author intended. In the process of translating, there are some challenges that the translator may encounter. The translator should consider the reading level of the reader when translating literary works, especially in translating children’s literature. Moreover, the important thing is the translator deals with two different language system between source language (SL) and target language (TL). Consequently, shift cannot be avoided when establishing translation equivalence between two different language systems, which is going to be the main analysis in this thesis.

Since children's literature is a subject of study which has been discussing among experts, the characteristics of it should be mentioned. The characteristics of children’s literature are clear and effective narration, less complex language, less word of higher register, simple type sentence construction, and more basic vocabulary. It has dynamic style using simple syntactic construction with finite verbs which is easier to read and understand.¹

Translating for adults may be easier than translating for children. Translator encounters problem when adapting their text to the level of children’s knowledge, because of limited experience of children. In the case of children’s literature, it is particularly important to access the target reader and to take its interests and abilities into consideration. Shavit uses the term “freedom of manipulation” to say that the translator of children’s literature may permit himself/herself to change, enlarge, or abridge the text as well as to delete or to add it. Translators are free to adjust the text to make it appropriate and comprehensible for the child. Translators may even adjust the plot, characters and language considering the child’s ability to read and comprehend.²

According to Nida and Taber, “translating consists in reproducing in the receptor language the closest natural equivalent of the SL message, first in term of meaning and secondly in the term of style.”³ They use term “receptor language” to show that translating is a communication. Therefore, the concept of correctness in translating depends on for whom the work is written. Oittinen states that translating is rewriting for target-language audiences, hence, while writing children’s books is writing for children, translating children’s literature is translating for children.⁴ The interests of the children should be considered even more seriously than when one translates for adults.

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Translating for children offers the same challenges as translating for adults in grammatical term. When SL and TL have same grammatical structure and language system, the translation tends to be easier to translate SL into TL structurally. However, if the SL and the TL have differences in terms of structure and grammar system, the translation would be likely to face difficulties in terms of grammatical adjustments, such as translating from English to Indonesian. Hoed states that “translating is one-way communication that information is transferred in one direction only, which means that there is the target text only when translating and compiling of target text constrained by the presence of a source text. Therefore, the main problem in translation is the difference of grammar system of SL and TL.”

If SL grammar of a text is replaced by equivalent formal corresponding TL grammar, there will be no shift. But when translation equivalence from formal correspondence in SL grammar may not exist in the TL grammar, it leads to the shifts. Shifts refer to the change which occur or may occur in the translation process. It cannot be avoided in any kind of translation. Catford defines shift as “departures from formal correspondence in the process of going from SL to the TL.”

Based on the writer’s experience in teaching English and its Indonesian translation by reading a bilingual book to her little sister, and also the writer’s interest in early age education such a way in preparing to be a parent who is

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3 Benny Hoedoro Hoed, Penerjemahan dan Kebudayaan (Jakarta: Pustaka Jaya, 2006), 24
provide great quality book for her children in the future, the writer is interested to analyze the shifted words in the translation of children book. The writer found shifted word in the translation of *The Butterfly Ride Strawberry Shortcake* children book which is translated into Indonesian *Berpetualang Naik Kupu-kupu* as bilingual book by Windrati Hapsari. Here is an example:

**SL:** She could swing in the **trees** and eat **juicy fruit** straight from the vines.

**TL:** Ia bisa berayun-ayun di **pohon** dan makan **buah-buahan** langsung dari pohonnya.

There are three intra-systems shift in the translation above, which is the kind of category shifts. The term intra-system is used for the cases where the shift occurs internally within the 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.

The first shift occurs within article system. It is happened that the translation equivalence of English article is non-corresponding term in Indonesian system. English only has definite article “the” that denoting one or more people or thing, while Indonesian definite article is only denoting for a person. It can be seen that definite article “the” precedes noun “trees” in the SL is translated into “pohon” that have no article in the TL. Therefore, it is shifted from a noun with article into a noun without article. Then, the second shift occurs within number system. The SL plural noun “the trees” is translated to be singular noun “pohon”
in the TL. This shift cannot be occurred if it is translated to be “pepohonan”, because it is the translation equivalent of “the trees” which is formally correspond as plural form. The third shift also occurs within number system, but conversely the system is shifted from singular to plural. The SL singular noun “juicy fruit” that means “a fruit full of juice” is translated to be plural noun “buah-buahan” in the TL. However, the translator tries to make it acceptable and readable in the translation. It is proved that is not easy to contrive perfect translation equivalent without any shift in the translating process.

B. Focus of The Study

To avoid misunderstanding and to clarify the problem, the writer thinks it is necessary to make a limitation of the problem. In this thesis, the writer focuses on the category shifts applied in children’s literature translation. The unit of analysis is Strawberry Shortcake bilingual children book.

C. Research Question

According to the background study above, the writer formulates the question:

1. What kinds of category shifts found in the translation of Strawberry Shortcake children book?
2. How are the shifts occurred in the translation of *Strawberry Shortcake* children book?

D. Significance of The Study

The writer expects this research can be additional reference to readers who are studying translation. Theoretically, this research may also give benefits to the readers, who want to learn further about translation shift. Practically, the knowledge and theoretical about translation contributes the improvement of technical ability for translator in the process of translating.

E. Research Methodology

1. The Objectives of Research

According to the research problem, the objectives of this research is to find out types of category shift found and to know how the shift occurred in *Strawberry Shortcake* bilingual children book.

2. The Method of Research

In this research, the writer deals with qualitative descriptive method. The writer relies on textual comparison to find out shifts between SL and TL. The writer also intends to explain the occurrence of shifts in the data analysis using related theories and approaches.7

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3. The Techniques of Data Analysis

The writer focuses on shifts in both SL and TL. Sentences, clauses, phrases, and words which contain shifts are underlined such a way to identify them. The analysis in this thesis uses Catford’s theory in his book entitled A Linguistics Theory of Translation (1965). The analysis is presented in descriptive form.

4. The Instrument of the Research

This research uses the writer herself as the main instrument to get the qualitative data about the book and its translation. The writer collects the data through some steps:

a. Reading and comparing both SL and TL.

b. Taking notes the shift found in the sentence, clause, phrase, or word.

c. Describing each shifts based on the theory.

5. The Unit Analysis

The units of analysis in this research are two Strawberry Shortcake bilingual children book. The first book is entitled Dandan Kacau, which translated from Makeover Madness. The other one is Berpetualang Naik Kupu-kupu, which translated from The Butterfly Ride.

Strawberry Shortcake is series book which the names of all characters are the name of fruits; they are Strawberry Shortcake, Blueberry
Muffin, Plum Pudding, Raspberry Torte, and Lemon Meringue. The book also provides fruity lexical term in the narration to make it more interesting to read by children, such as ‘berry’ and ‘fruitastic’. The book is designed for children’s reading level from 3 to 5 years. The original version of the book series is published by Grosset & Dunlap in 2011. The books are written by different author. The author of Makeover Madness is Samantha Brooke, while the author of Butterfly Ride is Amy Acklesberg. Meanwhile, the translated book as bilingual book is published by Erlangga for Kids, Penerbit Erlangga in 2013. All series are translated by Windrati Hapsari.

Some information about the translator, Windrati Hapsari is a managing editor for Erlangga for Kids. She is graduated from Architectural Engineering, Trisakti University in 2004. Because of her interests in writing and children books, she is joined with PT. Penerbit Erlangga as senior editor in 2007. Many children books are translated and edited by her, such as Strawberry Shortcake series, Max dan Mei series, Mickey Mouse Clubhouse series, and many more.

6. Time and Place

The writer conducts this research in State Islamic University Syarif Hidayatullah Jakarta library during March to June 2015.
CHAPTER II

THE THEORETICAL FRAMEWORK

A. Previous Research

To conduct this thesis, the writer considers three previous researches to support the writer’s. The first is from Farrokh’s research, which is entitled The Equivalence and Shift in the Persian Translation of English Complex Sentences with wh-Subordinate Clauses. The purpose of this research is to find the types of equivalence and shifts in the Persian translation of English complex sentences with wh-subordinate clauses. The research found that the Persian Translation involves structure shifts, unit shifts, rank shifts and intra-system shifts. The results of this research indicated that in the Persian translation, the shifts occur more than the equivalence, with the percentage of 86.25% and the equivalence with the percentage of 13.75% based on 160 data. Differences between Farrokh’s research and the writer’s research lies on the focus and the object of the research. Farrokh focuses both equivalence and shift, and the object is complex sentences with wh-subordinate clauses, while the writer only focuses to shift and the object are all ranks in the translation.

The second is from Akbari’s research, which is entitled Structural Shifts in Translation of Children's Literature. The researcher’s intention is to

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8 Parisa Farrokh, “The Equivalence and Shift in the Persian Translation of English Complex Sentences with wh-Subordinate Clauses,” English Language and Literature Studies, II (December, 2011)
focus upon the types of structural shifts in literary translation from English into Persian and their significant role in compensation and explicitation of meaning. This research concludes that the occurrence of structural shifts affect the translator's awareness of structural discrepancies between the SL and TL. In this sense, structural shifts which result from re-arrangement, addition, omission, change of sentence tense can be defined as problem-solving strategies adopted consciously by translators of literary texts, may minimize the inevitable loss of meaning, through explicitation and compensation when replacing a text from English into Persian. The difference between Akbari’s research and the writer’s is the focus of the research. While Akbari’s research focuses both types and role of structural shift in the children’s literature translation, the writer only focuses to find all types of shifts in children’s literature translation based on Catford’s classification.

The last one is from Herman’s research, which is entitled Category Shift in the English Translation of Harry Potter and the Philosopher’s Stone Movie Subtitle into Indonesia (An Applied Linguistics Study). The research focuses to find out dominant category shifts in movie subtitle of Harry Potter especially for the Harry Potter and the Philosopher’s Stone movie subtitle into Indonesia. This research shows that all kinds of category shift are found in the subtitle from English into Indonesia and the dominant category shift

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found in movie subtitle is unit shift. The difference between Herman’s research and the writer’s research lies on the object of the research. Herman’s research object is movie subtitle, while the writer’s object is children’s literature translation.

B. Definition of Translation

Since translation is part of applied linguistics, many theorists define it through some background of theory and different approach. Translation is not only about replace the text into another language, but also it is the process of transfer the message. According to Nida and Taber, “translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in term of meaning and secondly in the term of style.” They use term “receptor language” to show that translating is a communication. Therefore, the concept of correctness in translating depends on for whom the work is written. Catford defines translations as “the replacement of textual material in one language by equivalent textual material in another language.” The term ‘textual material’ indicates that is normal condition not the entirety of a source language text replaced by target language equivalents.

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10 Herman, “Category Shift in the English Translation of Harry Potter and the Philosopher’s Stone Movie Subtitle into Indonesia (An Applied Linguistics Study),” IOSR Journal of Humanities and Social Science, V (December, 2014)
11 Nida and Taber, op. cit.
12 Catford, op. cit., 20
Newmark defines translation in his book as “rendering the meaning of a text into another language in the way that the author intended the text.”\textsuperscript{13} Larson mentions similar definition that translation consists of translating the meaning from source language into target language through the semantic structure.\textsuperscript{14} It appears that meaning which is being transferred and must be defended, while form may be shifted.

Thus, grounded on the theorist definitions above, it can conclude that (1) translation involve two language, source language and target / receptor language; (2) translation is an effort to reproducing / rendering a text (message / meaning / style) in source language with the equivalence in target language; (3) it transfers the message that the writer intended.

C. The Process of Translation

Translation is a gradual process. In this process, the translator devotes his/her knowledge, skills, abilities, and habit to transfer the message from the source language into the target language through several stages by using the translation procedure. According to Larson, translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of the source language text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or re-constructed using the lexicon and grammatical structure which are appropriate

\textsuperscript{13} Peter Newmark, \textit{A Textbook of Translation} (London: Prentice Hall, 1988), 5
in the receptor language and its cultural context. The following diagram is presented by Larson as the translation process.

Nida and Taber distinguish translation process into three stages: (1) analysis, in which the surface structure is analyzed in terms of the grammatical relationships and the meaning of the words and combinations of words, (2) transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B, and (3) restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language. The translation process can be illustrated in the following diagram.

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15 Ibid., 3
16 Nida and Taber, op. cit., 33
There are several translation procedures in the translation process. According to Newmark, translation procedures are used for sentences and the smaller units of language, while translation method relate to whole text. He proposed translation procedure as transference, naturalization, cultural equivalent, functional equivalent, descriptive equivalent, componential analysis, synonymy, through-translation, shift/transposition, modulation, recognized translation, compensation, paraphrase, couplet, and notes.

D. Formal Correspondence

A formal correspondent is any TL category which may be said to occupy as nearly as possible, the same place in the economy of TL as the given SL category occupies in the SL. Formal correspondence can be only approximate and it can be most easily established at relatively high levels of abstraction. Thus, two languages operate each with grammatical units at five ranks can reasonably say that there is formal correspondence between the two hierarchies of units and as each hierarchies has the same kind of relationship.

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17 Newmark, op. cit., 81
between units of relationship between units of the different ranks. For example, both English and Indonesian have five ranks: sentence, clause, phrase, word, and morpheme.\textsuperscript{18}

E. Translation Shifts

The term ‘shift’ refers to the change which occurs or may occur in the process of translation. According to Catford, shifts are departures from formal correspondence in the process of going from the source language to the target language.\textsuperscript{19} Newmark uses term ‘transposition’ as translation procedures involving a change in the grammar from source language to target language.\textsuperscript{20} Catford distinguishes shift to the following types:

1. **Level Shift**

Shift of level means that a source language item at one linguistic level has a target language translation equivalent at different level.\textsuperscript{21} Grammar to lexis shift is an example shift in linguistic level. This type of shift frequently occurs in translation. For example:

SL: She is eating

TL: Dia sedang makan

The form of “is eating (to be + v-ing)” is grammatical form in English which indicates situations that are happening now or

\textsuperscript{18} Catford, op. cit., 32
\textsuperscript{19} Ibid., 73
\textsuperscript{20} Newmark, op. cit., 85
\textsuperscript{21} Catford, op. cit. 73
temporary but last for long periods of time, while it translated into Indonesian as “sedang” which is lexical form.

2. Category Shift

Category shifts refer to unbounded and rank-bound translation. The first being approximately ‘normal’ or ‘free’ translation in which SL-TL equivalences is set up at whatever rank is appropriate. Usually, but not always, there is sentence – sentence equivalent, but in the course of a text, equivalences may shift up and down the rank scale, often being established at rank lower than the sentence. Rank – bound translation is used only to refer to those special cases where equivalence is deliberately limited to ranks below the sentence, thus leading to ‘bad translation’ that is 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. However, it is clearly meaningless to talk about category shift unless it assumes some degree of formal correspondence between SL and TL.\(^{22}\)

a) Unit Shift

This kind of shift involves change in rank. It departs from formal correspondence in which the translation equivalent of a unit at one

\(^{22}\) *Ibid.*, 75-76
rank in the SL is the unit at a different rank in the TL. For example:

SL: After reading the letter, ...

TL: Setelah dia membaca surat itu, ...

“After reading the letter” is a phrase (group) in the SL, while its translation equivalent in TL is a clause “setelah dia membaca surat itu” since it has a subject (dia) and a predicate (membaca). The change of phrase in the SL to clause in the TL is called unit shift.

b) Structure Shift

Structure shifts is amongst the most frequent category shifts at all ranks in translation. It can be found in the arrangement of a sentence or a clause. For example, an S-P-C structure in SL has a translation P-S-C-A structure in TL. Structure shift also can be found at group rank. For example:

SL: a white house

TL: sebuah rumah putih

There is a shift from SL “a white house” = MH (modifier + head) to TL “sebuah rumah putih” = (M) HQ ((modifier +) head + qualifier).

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23 Ibid., 79
24 Ibid., 77
25 Ibid., 78
c) **Class Shift**

Class shift occurs when the translation equivalent of an SL item is a member of a different class from the original item. Because of the logical dependence of class on structure, it is clear that structure shifts usually entails class shifts, though this may be demonstrable only at a secondary degree of delicacy.\(^{26}\) For example:

- **SL:** medical student (*adjective + noun*)
- **TL:** mahasiswa kedokteran (*noun + noun*)

In the example above, the word “medical” in the SL is an adjective, while its translation “kedokteran” is a noun. Here, the translation equivalent has different class from the original item.

\(^{26}\) *Ibid.*, 78-79

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**d) Intra-system Shift**

The term intra-system is used for the cases where the shift occurs internally within the 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. The system of singular and plural may be regarded as formally corresponding. The exponents of the terms are differently distributed in the two languages, but as terms in a number system correspond formally at least to the extent that in both language it is the term plural which is regarded by
morphologically marked. For instance, both Indonesian and English language have a system of number, but the system is not essentially the same. Some nouns in English are always in plural form, but their translation equivalent in Indonesian may take form of singular noun, such as in the following example:

SL: a pair of trousers

TL: sebuah celana

The system of deictic, particularly article-system may also regard as formally corresponding in English and Indonesian. It sometimes happens that the equivalent of an article is not formally corresponding term in the system. For example, the shift occurs when SL have an article is translated into TL that have no article.

Here is an example:

SL: The moonlight, too weak to pierce the blanket...

TL: Sinar bulan tidak mampu menembus tirai

F. Translation of Children’s Literature

In general, literature divided into three groups according to the readership: children literature, adolescent/juvenile literature, and literature for adult. The term “children literature” is used to cover both sub-groups of children’s and adolescent literature, especially in English-speaking countries. Since children's literature is a subject of study, many theorists define it

27Ibid., 80
through different background of theory and approach. Anderson defines children’s literature as “all books written for children, excluding works such as comic books, joke books, cartoon books, and non-fiction works (dictionaries, encyclopedia, and other references materials).”  

However, Thomson-Wohlgemuth states that there is no single definition of children’s literature and many different definitions are possible because of the complex characteristics of the subject matter. They range from “anything that a child finds interesting including newspapers, magazines, even video films”, “literature read by children up to the age of 16”, “literature intended and produced specially for children,” to “literature for any child or adolescent under the adult age including textbooks for school.”

Moreover, the characteristics of children’s literature should be mentioned. The characteristics of children’s literature are clear and effective narration, less complex language, less word of higher register, simple type sentence construction, and more basic vocabulary. The style of children’s literature also should be mentioned. It has dynamic style using simple syntactic construction with finite verbs which easier to read and understand.

In the subject of children’s literature translation, it must be stressed that the subject at stake is not just translations of texts from one language to another, but also the translations of texts from one system to another, such as translations from the adult system into the children's. Shavit states that children’s translator unlike contemporary translators of adult books, the

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28 Nancy A. Anderson, Elementary Children Literature’s. (USA: Allyn & Bacon, 2006)
29 Thomson-Wohlgemuth, loc. Cit., 15
30 Thomson-Wohlgemuth, loc. Cit., 11
translator of children's literature can permit himself great liberties regarding the text, as a result of the peripheral position of children's literature within the literary polysystem. That is, the translator is permitted to manipulate the text in various ways by changing, enlarging, or abridging it or by deleting or adding to it.\textsuperscript{31}

G. Categories of Grammar

In the point of translation theory above, the writer has explained about translation shift. Shift means departure from formal correspondence in the process of going from the source language to the target language. In this section, the writer is going to explain more about fundamental categories of linguistics which can be used in the description of grammar.

Grammar is the level of linguistic form at which operates closed systems. The characteristics of a closed system are: (1) the number of terms is finite; (2) each term is exclusive of the other; (3) any change in the number of terms would change the values and formal meaning of the other terms, for example systems of deictic, of number, of tense, etc.\textsuperscript{32} There are following fundamental categories of the level of grammar:

a) Unit

Unit means a stretch of language which is the carrier of a pattern of a particular kind. The units of grammar operate in hierarchies, larger or

\textsuperscript{31} Savit, op. cit. 112
\textsuperscript{32} Catford, op. cit. 4
more inclusive units being made up of smaller or less inclusive units. They form a scale of units at different ranks.

English grammar has five units such as sentence, clause, phrase, word, and morpheme. The largest or highest on the rank scale is the sentence. The smallest or the lowest on the rank scale is the morpheme. In descending order between these are the clause, the group, and the word. It can conclude that each sentence consists of one or more than one clause, each clause consists of several groups, each group consists of several words, and each word consists of several morphemes.33 Actually, there is no difference between English and Indonesian grammatical units. Indonesian language also has five units of grammar such as kalimat (sentence), klausa (clause), frasa (group/phrase), kata (word), and morfem (morpheme).

b) Structure

The unit is the category set up to account for those stretches of language activity which carry recurrent meaningful patterns. The pattern themselves still have to be accounted for, and these are structures. Structure is an arrangement of elements.

Thus, the primary elements of sentence-structure are free clause and bound clause. The primary elements of clause structure are P (predicator), S (subject), C (complement), A (adjunct). The exponent of

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33 Ibid., 8
these elements are one or more than one noun phrase in S and C, one or more than one verb phrase in P, and one or more than one adverb phrase in A. Similarly, there is no difference between English and Indonesia grammatical structure. Indonesian clause-structures are S (subjek/subject), P (predikat/predicate), O (objek/complement), and K (keterangan/adjunct).

English : She usually eats spaghetti for lunch
S   P   C   A

Indonesian : Dia selalu makan spaghetti saat makan siang
S   P   C   A

There is no structure of phrase other than noun phrase. The primary elements of noun phrase structure are H (head), M (modifier), and Q (qualifier). Description of English noun phrase structure is (M ... n) H (Q ... n), which one element, H is always present, and this is preceded by one or more element M and followed by one or more element Q. The secondary elements of noun phrase M structure are d (deictic), o (numeral), and e (epithet). Differently in Indonesian noun phrase, elements of M are numeral and c (classifier). Then, deictic preceded by epithet are elements of Q. Here are examples:

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34 Hasan Alwi et al, Tata Bahasa Baku Bahasa Indonesia-Edisi Ketiga. (Jakarta: Balai Pustaka, 2003), 320

35 Ibid., 244-245
The normal exponents of elements of phrase structure are words. Words are a large number of classes in term of their operation in the structure of phrases. The primary elements of word-structure are base word + affix. The exponents of these are morpheme. The smallest meaningful units of grammar are morphemes. Morphemes have no structure, since they are at the bottom of rank scale.\textsuperscript{36}

c) Class

Class means a grouping members of a unit in term of the way they operating in the structure of the unit next above in the rank scale.\textsuperscript{37}

The elements of structure of the unit clause are S, P, C, A. The units which operate as exponent of these elements are phrases. Phrases may be classified in terms of the particular elements of clause structure which they expound. The primary phrase classes are verbal, operating

\textsuperscript{36} Catford, op. cit. 18-19

\textsuperscript{37} Ibid., 7
at P in clause structure; nominal, operating at S or C in clause structure; and adverbial, operating at A in clause structure.\(^{38}\)

There are also word classes, which is the elements of phrase. Word classes or parts of speech are all words belong to categories according to the part they play in a sentence. The main word classes in English, as in Indonesian are noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection, and determiner.\(^ {39}\)

d) System

System means a finite set of alternant among which a choice must be made. This alternant is the members of class. An example of a system in grammar might be the number system of many languages, such as singular and plural. As in English, where the number is a system of the noun phrase, the terms in the system are themselves sub-groups or sub-classes of the class. The plural form of English nouns is created simply by adding the letter –s or –es in the end of word, while Indonesian repeats a singular noun to make it plural. However, there are a few words that are reduplicated in their singular form and unchanged in the plural. Some Indonesian singular form is adding word satu, suatu, esa, and prefix se- in front of noun classifier.

\(^{38}\) Ibid., 18

Another example is article-system. Article is word that combine with a noun to indicate the type of reference being made by the noun. Generally, article specifies the grammatical definiteness of the noun. English only has one definite article ‘the’ and some indefinite articles, such as a, an, some, one, and any. Indonesian also has definite and indefinite articles. For instance, si, sang, para and kaum are kinds of definite articles; sebuah, suatu, satu, and beberapa are kinds of indefinite articles.\footnote{My Languages, “Indonesian Articles,” accessed June 9, 2015, http://mylanguages.org/indonesian_articles.php}
CHAPTER III

RESEARCH FINDING AND DISCUSSION

A. Data Description

The writer focuses on finding the cases of category shift between source language and target language on translating *Strawberry Shortcake* bilingual children book. In the previous chapter, the writer has explicated the theory of translation shift. In this chapter, the writer is going to explain more the research findings.

The data are from two *Strawberry Shortcake* bilingual children book. The first book is titled *Makeover Madness*, which is translated to be *Dandanan Kacau*. The second book is *The Butterfly Ride*, which is translated to be *Berpetualang Naik Kupu-kupu*. After reading and comparing both SL and TL, the writer randomly selects 15 data that indicate category shift in the two books.

B. Data Analysis

The writer is going to analyze types of category shift in the data and explain how it happens. There are 15 data that indicate category shift. Data 1 until data 9 are taken from *Dandanan Kacau*, and then data 10 until
Data 1

SL: It was a berry busy day at Lemon Meringue’s beauty salon.

TL: Hari yang sangat sibuk di Salon Lemon Meringue (P. 1)

The translation above is categorized as structure shift. This shift occurs in the noun phrase structure. The SL structure of “a berry busy day” is MH (modifier + head). The word “day” operates as head of noun is preceded by “a berry busy” that operates as modifier of noun. The word ‘berry’ refers to unusual or excitement event in the narration, because the setting and the name of several characters in the story is all about “berry”. There are approximately four sentences that the author put ‘berry’ in each book. The word “busy” is an epithet which is the element of M. The SL noun phrase is translated into TL as “hari yang sangat sibuk” which has phrase structure HQ (head + qualifier). The shift occurs when English noun phrase is translated into Indonesian noun phrase; the modifier that precedes the head is changed into qualifier that follows the head. In addition, if a noun is followed by an adjective, it should insert preposition “yang”. In this context, “yang” has the same meaning as English relative pronoun “which” or “that”. On the other hand, the translator maintains meaning equivalence and makes it acceptable in the translation.
Data 2

SL: Then she shampooed their hair and combed out the tangles.

TL: Lalu, ia mengeramas dan menyisir rambut kusut mereka.

(P. 1)

The translation above is categorized as class shift. The shift occurs at the element of phrase. “The tangles” is a noun that means “a confuse mass of something twisted together”. It is translated to TL as “kusut” is an adjective. It may be no class shift if it is translated to be “kekusutan”, but it sounds weird in the translation. Even the translation equivalent of TL is different class from the SL, but meaning from SL is transferred well to the TL because they refer to the same concept.

Data 3

SL: “There is just so much to do!”

TL: “Pekerjaanku banyak sekali!”

(P. 2)

The translation above is categorized as class shift. This shift occurs in the word class from verb to noun. The SL “do” is a verb which means “perform a particular task”. It is translated into a noun “pekerjaanku” which means “work”, “task”, or “activity”. If SL is translated literary to TL as “ada banyak sekali yang dikerjakan”, it will be no class shift, even though it seems not natural and difficult to understand by children.
Data 4

SL: “My salon needs a bit of a makeover.”

S    P    C

TL: “Aku harus merapikan salonku.”

S    P    C    (P. 4)

The translation above is categorized as class shift. This shift occurs in the phrase class. The SL “my salon” is noun phrase that operating in S. It is translated into TL “salonku” which is noun phrase that operating in C. Whereas, if SL is translated literary to TL as “salonku membutuhkan sedikit perbaikan tampilan”, it will be no class shift. Eventhough it seems not natural and difficult to understand by target reader. However, both SL and TL have the same S-P-C clause structure.

Data 5

SL: “I’ll give it a try,” said Strawberry Shortcake

TL: “Aku mau,” jawab Strawberry Shortcake

(P. 8)

The translation above is categorized as unit shift. This shift occurs with shift of rank from sentence to clause. The SL “I’ll give it a try” consists of all elements of complex sentence, S-P-C-A. The verb phrase “give it a try” means “make an attempt of something”. However, the translation of this sentence in TL is clause “aku mau”, which has S-P
structure. In Indonesian, if there are subject and predicate only, it can be categorized as clause even it doesn’t has the other elements. The TL adverb “mau” commonly operates as predicate which has meaning “willing” or “want”. Moreover, it is clear that it does not change the message of SL text.

Data 6

SL: “This is incredible!”
TL: “Mengagumkan!”

(P. 9)

The translation above is categorized as unit shift. This shift occurs with shift of rank from clause to word. The SL exclamatory clause ‘this is incredible’ is translated into TL “mengagumkan” as exclamatory word. The word “incredible” means “difficult to believe; extraordinary” or “very good; wonderful”. The word “mengagumkan” consists of prefix “men-“ + base word “kagum” + sufex “-kan”, which means “astonishing” or “amazing”. It almost has equivalent meaning with the SL, so the translation does not change the message at all.

Data 7

SL: “There are lots of things that a gadget can’t do.”

S  P  C

TL: “Ada banyak hal yang tidak bisa dilakukan oleh mesin.”

P  S (P. 20)
The translation above is categorized as structure shift. This shift occurs in the clause structure. The English elements of clause structure S, P, C, A have formal correspondents S, P, C (O), A (K) in Indonesian; this assumption appears reasonable that Indonesian P-S structure as translation equivalent of English S-P-C represents a shift insofar as it contains different elements. It may literary translated, but there are two reason why the shift cannot be refuse. The first, English to be “are” that operates in P does not have direct translation in Indonesian. The second, in Indonesian clause structure, a subject generally precedes a predicate as in English. If the elements of subject longer than the elements of predicate, a predicate often precedes a subject that occurs in the translation above.

Data 8

SL: “And worst of all, it doesn’t give hugs,” Strawberry Shortcake said.


The translation above is categorized as unit shift. This shift occurs with shift of rank from phrase to word. The SL verb phrase “give hugs” is translated to be a word “memeluk” in TL. The word “give” means “freely transfer possession of something to someone”. It is followed by “hugs” that can be a noun or a verb, but in this context it is operating as noun or complements which means “an act of hugging someone or something”.

The word “memeluk” consist of prefix “me-“ and base word “peluk” which has meaning “to hold someone or something close to your body with your arms to show that you value them”. If it translated to be “dia tidak bisa memberikan pelukan”, it will be no unit shift. But the translator’s effort to change it into “memeluk” makes it sounds effective and the message conveyed well to the TL because they have equivalent meaning.

Data 9


TL: “Bagaimana, Lemon Meringue?” tanya Strawberry Shortcake

(P. 22)

The translation above is categorized as unit shift. This shift occurs with shift of rank from clause to compound-word. The SL interrogative clause “so what do you say” is translated into TL interrogative compound-word “bagaimana”. The compound-word “bagaimana” consists of base word “bagai” and “mana” that have different meaning based on the context. The TL compound-word “bagaimana” has equal meaning with “how”, which also has the same meaning as SL clause that means “asking for clarification”. So the translation does not change the meaning at all and the message can be delivered well in the TL.
Data 10

SL: “I think we should go on an adventure!” she told them

TL: “Aku rasa kita harus pergi bertualang bersama!” kata Orange

(P. 1)

The translation above is categorized as class shift. This shift occurs within word class from noun to verb. The SL noun phrase “an adventure” means “an unusual and exciting or daring experience”. It is translated to be “bertualang” which means “engage with an adventure”. Even the class shift occurs in this translation, they refer to related concept and have equivalent meaning so that the translation is acceptable in TL.

Data 11

SL: “What do you have in mind?” asked Blueberry Muffin.

TL: “Apa yang kamu pikiran?” tanya Blueberry Muffin.

(P. 3)

The translation above is categorized as unit shift. This shift occurs with shift of rank from phrase to word. The SL verb phrase “have in mind” means “intend to refer to”. It is classified under verbs of “thinking”, “analyzing”, “judging”, and “doubting”. If it is translated literary to TL as “miliki di pikiran”, it has the same pattern as phrase in the TL although it sounds weird. However, it is translated to Indonesian as the verb “pikiran” which contains a base word “pikir” and suffix “-kan”. The
translator uses this word does not change the meaning or message of SL text because it has translation equivalent with the verb “thinking”.

Data 12

SL: “This was a perfect adventure!” agreed Orange.

TL: “Ini petualangan yang sempurna!” kata Orange Blossom.

(P. 15)

The translation above is categorized as structure shift. This shift occurs in the noun phrase structure. The SL phrase structure “a perfect adventure” is MH (modifier + head). It is translated into TL as “petualangan yang sempurna” which has phrase structure HQ (head + qualifier). The modifier that precedes the head is changed into qualifier that follows the head. The preposition “yang” should be inserted between noun and adjective because there is no other qualifier that follows the head.

Data 13

SL: “And there’s the berry patch!” said Raspberry.

TL: “Dan ada ladang buah beri!” kata Raspberry.

(P. 11)

The translation above is categorized as intra-system shift and structure shift. Intra-system shift occurs within article-system. The SL noun phrase “berry patch” preceded by an article “the”. It is translated to
TL “ladang buah beri” with no articles. In addition, structure shift also occurs within noun phrase rank. The SL noun phrase structure “the berry patch” is MH (modifier + head). It is translated into TL as ‘ladang buah beri” which has HQ (head + qualifier) structure.

Data 14

SL: “Look at how the berries sparkle in the sunlight!”
TL: “Lihat buah beri berkilauan di bawah sinar matahari!”

(P. 11)

There are two intra-system shift occurred in the translation above. The first shift occurs within article-system. The SL noun phrase “the berries” preceded by an article “the”. It is translated to TL “ladang buah beri” with no articles. Then the second shift occurs within number system. The SL plural noun “the berries” is translated to TL “buah beri” which is singular noun. Plural form “the berries” refer to “the berry patch” that is mentioned before, but the translation not indicate plural noun. However, the translation does not change the meaning or message of SL text because it has translation equivalent that acceptable for the reader.

Data 15

SL: “It’s like we’re flying through a snowstorm!” cried Orange
TL: “Kita seperti terbang melintasi badai salju!” kata Orange

(P.12)
The translation above is categorized as unit shift. This shift occurs with shift of rank from compound-word to phrase. SL compound-word “snowstorm” consists of word “snow” and “storm”. This word means “a heavy fall of snow, especially with a high wind”. It is translated to TL noun phrase “badai salju”. However, both SL and TL have equivalent meaning.

C. Discussion

After analyzing the selected data, the writer found all types of category shifts. The data findings are tabulated as follows:

Table 1. Data Findings of Category Shifts Found in the Two Strawberry Shortcake Bilingual Books

<table>
<thead>
<tr>
<th>No</th>
<th>Source Language</th>
<th>Target Language</th>
<th>Shift</th>
<th>Types of Category Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A berry busy day</td>
<td>Hari yang sangat sibuk</td>
<td>MH to HQ</td>
<td>Structure shift</td>
</tr>
<tr>
<td>2</td>
<td>The tangles</td>
<td>kusut</td>
<td>Noun to verb</td>
<td>Class shift</td>
</tr>
<tr>
<td>3</td>
<td>To do</td>
<td>Pekerjaanku</td>
<td>Infinitive verb to noun</td>
<td>Class shift</td>
</tr>
<tr>
<td>4</td>
<td>My salon needs a bit of a makeover.</td>
<td>Aku harus merapikan salonku.</td>
<td>Noun operating at S to noun operating at C</td>
<td>Class shift</td>
</tr>
<tr>
<td>5</td>
<td>I’ll give it a try</td>
<td>Aku mau</td>
<td>Sentence to clause</td>
<td>Unit shift</td>
</tr>
<tr>
<td>6</td>
<td>This is incredible!</td>
<td>Mengagumkan!</td>
<td>Clause to word</td>
<td>Unit shift</td>
</tr>
</tbody>
</table>
There are lots of things that a gadget can’t do. Ada banyak hal yang tidak bisa dilakukan oleh mesin.

According to data findings above, the writer is going to discuss how translation shift usually happen. Those shifts occur within the categories of grammar level, so that Catford call it as category shift. There are unit shift, structure shift, intra-system shift, and class shift.

The first is unit shift. Unit shift involves change in rank. The translation equivalent of a unit at one rank in the SL is the unit at a different rank in the TL. The writer found 6 unit shifts such as change from sentence to clause, clause to
word, clause to compound-word, compound-word to phrase, and two shifts from phrase to word.

The second is structure shift. Structure shift usually occurs in the arrangement of a sentence, a clause, or a phrase. The writer found 4 structure shifts. Only one is change of the arrangement of a clause such as S-P-C to P-S and the others are change of the arrangement of noun phrase such as three shifts from MH to HQ.

The third is class shift. Class shift occurs when the translation equivalent of an SL item is a member of a different class from the original item. The writer found 4 class shifts such as two shifts from noun to verb, infinitive verb to noun, and one group class shift from noun operating at subject to noun operating at complement.

The last is intra-system shift. Intra-system shift usually happen when SL and TL posses systems which approximately correspond formally as to their constitution, but translation involves selection of a non-corresponding term in the TL system. The number system and article system are regarded as formally corresponding in English and Indonesian. The writer found 3 intra-system shifts such as two shifts from noun with article to noun without article and one number system shift from plural to singular.
A. Conclusion

Translation has important role in communication gap between two languages. The important thing is the message from SL deliver to TL. Translator must devote all his/her knowledge and skills to transfer the message from SL into TL through the process such as analyzing, transferring, and restructuring by using translation procedures. However, there are some challenges in the process itself. The main problem is the differences of language system between SL and TL. They have their own grammar rules, and this is to be changed when the message is to be conveyed from SL to TL. This is shifting that many translation theorists’ mention in the process of translation. Shift is any changes in the translation process because of translator’s effort to establish translation equivalent between SL and TL. Because of the writer’s experience in language teaching from reading a translation of children book to a child, the writer is interested to analyze shifts in children’s literature.

The purpose of this analysis is to find out what and how category shifts usually occurs in translation. The writer use two *Strawberry Shortcake* bilingual children book as the unit of analysis. 15 data are randomly selected in the two books. 10 data are taken from *Dandanan Kacau*, and 5 data are
taken from *Berpetualang Naik Kupu-Kupu*. The writer analyses the data using Catford’s classification of category shift. Category shift is kind of shifts that occur within categories of grammar level. After analyzing the data, the writer found 6 unit shifts, 4 structure shifts, 4 classes shift, and 3 intra-system shifts in the books.

Unit shifts occurs from sentence to clause, clause to word, clause to compound-word, compound-word to phrase, and two shifts from phrase to word. Structure shifts occurs within one change of the arrangement of a clause such as S-P-C to P-S and the others are change of the arrangement of noun phrase such as three shifts from MH to HQ. Class shifts occurs from noun to verb, infinitive verb to noun, and one group class shift from noun operating at subject to noun operating at complement. Intra-system shifts occurs within two shifts from noun with article to noun without article and one number system shift from plural to singular.

The writer expects that the translator try to get equivalents message as possible and to obey grammar rule in the TL. The writer also expects that the translator make it readable by children and the translator understand how to get clear and effective narration, less complex language, less word of higher register, simple type sentence construction, and basic vocabulary, which are the characteristic of children literature.
B. Suggestion

The writer would like to suggest for translator that before doing any translation, the first important thing is translator must mastering grammar whatever the language is, especially grammar TL. Shift in grammatical categories need to be managed in order to convey the message in a way that it is acceptable in the TL. Any shift in the process of translation is normal, as long as it does not change the meaning or the message of the text. The second, in translating children’s book, when conveying the message, translator should make it simple, acceptable and readable for children understanding.

The writer also suggests for the next researcher that more research needs to be conducted to make further analysis in other kinds of text in order to get a better understanding of shifts of translation, because the writer feels that her research through children literature is not enough yet to fulfill human’s need in further studying of translation.
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