ABSTRACT


This research focused on analyzing the unit shift of novel twilight new moon. The method of this research is qualitative method by using J.C Catford theory to find unit shift. The pattern of unit shift will be grouped according to its category and analyzed to know the change rank may happen based on how close the meaning or message can be transferred from source language into target language. The results of this study are found two unit shift categories, which are: upward rank shift: word to phrase, phrase to clause, phrase to sentence, clause to sentence, downward rank shift: clause to word, phrase to word, clause to phrase, sentence to word, sentence to phrase. The most commons is: phrase to clause in upward rank shift and sentence to clause in downward rank shift. Impact of the research in this novel discovered that many unit shift can not be translated when it is trying to be translated into target language.

Keywords: translation, unit shift, novel.
APPROVAL SHEET
A UNIT-SHIFT ANALYSIS OF NOVEL ‘TWLIGHT NEW MOON’

A Thesis
Submitted to Adab and Humanities Faculty
In Partial Fulfillment of the Requirements for
The Degree of Strata One (S1)

MUHAMMAD RIZKI PERMANA
NIM. 1112026000006

Approved by:
Advisor

Danti Pudijanti, S.Pd., M.M., M. Hum
NIP. 19731220 199903 2 004
(Day/Date: Saturday/December 17, 2016)

ENGLISH LETTERS DEPARTMENT
FACULTY OF ADAB AND HUMANITIES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2017
LEGALIZATION

Name : Muhammad Rizki Permana

NIM : 1112026000006

Title : A UNIT SHIFT ANALYSIS OF NOVEL ‘TWILIGHT NEW MOON’

The thesis entitled above has been defended before by Adab and Humanities Faculty’s Examination Committee on October 12th, 2017. It has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, October 12th, 2017

Examination Committee

1. Drs. Saefudin, M. Pd.
   19640710 199303 1 006
   (Chair Person)  
   Signature  
   Date  10/1/2018

2. Elve Oktafiyani, M. Hum.
   19781003 200112 2 002
   (Secretary) 
   Signature 
   Date  27/12/2017

3. Danti Pudjiati, S.Pd, M.M, M.Hum.
   19731220 199903 2 004
   (Advisor) 
   Signature 
   Date  27/12/2017

   19780801 201411 1 001
   (Examiner I) 
   Signature 
   Date  5/12/2017

   19760620 201411 1 003
   (Examiner II) 
   Signature 
   Date  8/12/2017
DECLARATION

I hereby declare that this submission is 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 a 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 acknowledgment has been made in the text.

Jakarta, December 2016

Muhammad Rizki Permana
ACKNOWLEDGEMENT

In the Name of Allah, the Most Beneficent, the Most Merciful.

Alhamdulillahirabil’alamin. All praises belong to ALLAH SWT, almighty, for His blessing and mercy. Without His blessing and mercy, this research will never be finished. Peace and salutation be upon our most beloved prophet Muhammad SAW, his family, companions and followers.

The gratitude is expressed to the writer’s father and mother, Abdillah and Iis Widiati for the useful advice and the financial support, and all the writer’s big family for the good support and motivation.

On this instance, the writer wants to express a lot of thanks to his beloved parents and brother, who always pray for his success in the night and day. Their sacrifice will never be equally paid. The writer also would like to be grateful to his advisor, Mrs. Danti Pudjiati, S.Pd., M.M., M. Hum., for all of her time, guidance, patient, kindness, and contribution in correcting and helping the writer in finishing this thesis. The writer hope that Allah SWT will bless her for all of her kindness and she will get good reward in life.

The writer would also like to give his special thanks and appreciation for these noble persons:

1. The Rector of Syarif Hidayatullah Jakarta State Islamic University. Prof. Dr. Dede Rosyada, M.A.;
2. The Dean of the Faculty of Adab and Humanities, Prof. Dr. Syukron Kamil, M.Hum.;
3. The Head of English Letters Department, Drs. Saefudin, M.Pd.;
4. The Secretary of English Letters Department, Elve Oktafiyani, M.Hum.;
5. All lectures at English Letters Department, who have taught the writer during his study;
6. All librarians in the Main Library of UIN Jakarta, FAH UIN Library, and the Main Library of UI who help him to get many useful references for this thesis;
7. All classmates in Translation Class and English Letters Department (2012) for all of experience during his study;
8. Beloved Teacher dedy setiawan, thanks for Support and guidance;
9. All people who has given supports and helped for the writer to finish his study that cannot be mentioned all.

May Allah SWT, the all-Hearer and all-Knower, bless them all and gives them more than what they gave to the writer. Hopefully, this thesis gives much benefits for all people who read it.

Jakarta, December 2016

The Writer
# TABLE OF CONTENTS

ABSTRACT .................................................................................................................. ii
APPROVAL SHEE .................................................................................................. iii
LEGALIZATION .................................................................................................. iv
DECLARATION ................................................................................................... v
ACKNOWLEDGEMENT ................................................................................... vi
TABLE OF CONTENTS .................................................................................... viii
LISTS OF TABLE ..................................................................................................... x
LIST OF ABBREVIATIONS ................................................................................ xi

## CHAPTER I ............................................................................................................. 1
A. Background of Study .......................................................................................... 1
B. Focus of the Research ....................................................................................... 4
C. Research Question ............................................................................................. 4
D. Objective of the Research ................................................................................ 4
E. Significance of the Research ............................................................................ 4
F. Research Methodology ....................................................................................... 5

## CHAPTER II ......................................................................................................... 7
A. Previous research .............................................................................................. 7
B. Definition of Translation ................................................................................... 8
C. Translation Shift ................................................................................................ 10
D. Types of Translation Shifts .............................................................................. 14
   1. Level shift ...................................................................................................... 14
   2. Structure Shift .............................................................................................. 14
   3. Class Shift ..................................................................................................... 15
   4. Unit Shift ...................................................................................................... 15
   5. Intra-system Shifts ....................................................................................... 18

## CHAPTER III .......................................................................................................... 20
A. Data Description ................................................................................................. 20
B. Data Analysis ........................................................................................................ 24
   1. Upward Rank Shift .......................................................................................... 24
   2. Downward Rank Shift ..................................................................................... 32

CHAPTER IV ........................................................................................................ 40
A. Conclusions ........................................................................................................ 40
B. Suggestions ......................................................................................................... 41

BIBLIOGRAPHY ..................................................................................................... 42

APPENDIXES ........................................................................................................ 45
LISTS OF TABLE

Table Data 3.1  Upward Rank Shift ................................................................. 21
Table Data 3.2  Downward Rank Shift .............................................................. 23
Table Data 3.3  Word to Phrase ................................................................. 24
Table Data 3.4  Word to phrase ................................................................. 25
Table Data 3.5  Phrase to sentence ............................................................... 26
Table Data 3.6  Phrase to Clause ................................................................. 27
Table Data 3.7  Phrase to Clause ................................................................. 27
Table Data 3.8  Phrase to Clause ................................................................. 28
Table Data 3.9  Phrase to Clause ................................................................. 29
Table Data 3.10 Clause to Sentence ............................................................. 30
Table Data 3.11 Clause to Sentence ............................................................. 31
Table Data 3.12 Clause to Sentence ............................................................. 31
Table Data 3.13 Phrase to Ward ................................................................. 32
Table Data 3.14 Clause to Word ................................................................. 33
Table Data 3.15 Sentence to Word ............................................................... 34
Table Data 3.16 Clause to Phrase ................................................................. 35
Table Data 3.17 Clause to Phrase ................................................................. 35
Table Data 3.18 Clause to Phrase ................................................................. 36
Table Data 3.19 Sentence to Phrase ............................................................. 37
Table Data 3.20 Sentence to Phrase ............................................................. 37
Table Data 3.21 Sentence to Phrase ............................................................. 38
Table Data 3.22 Sentence to Phrase ............................................................. 39
LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviations</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL</td>
<td>Source language (English)</td>
</tr>
<tr>
<td>TL</td>
<td>Target language (Indonesian)</td>
</tr>
</tbody>
</table>

CHAPTER I

INTRODUCTION

A. Background of Study

Translation is basically the process of transferring messages from one language into another by offering some forms of change. Moreover, translation is not redirecting the meaning, but changing text from one language to other languages. So, the study of the translation is in the region of the linguistic comparison. (Catford, 1965:64)

Catford defines that translation is an operation performed on languages: a process of substituting a text in one language for a text in another (1965:1). It means all of the activities of transferring a text from one language to another are called translation. When the form of the source language has a different form compared to the target language, it is called a shift. The type of translation with the linguistic level, such as phonology, grammar, lexical and also with the level could be grammatically, for example the sentence, clauses, group words and morpheme. “Translation shifts as the departures from formal correspondence in the process of going from SL to TL” (1965:73).

Although considered as a classical theory, theory of translation (translation shift) introduced by Catford, is still useful for the study of translation as a reference which discusses about the shift of this translation. Translation shifts are divided into two types, namely the shift level and category shift, intended to reach the level of match (equivalence) is good for the quality of the resulting translations, either because there is no formal
correspondence (formal correspondence) or caused by other reasons, for example, writing style, word choice, or desire a translator. Category shift further is divided into four sub-section, namely structure shift, class shift, unit shift and intra-system shift.

Machali also said that a language has the pattern or system of grammar contains 5 units of language, including: morpheme, word, phrase, clause, sentence (Machali, 2000:62). Then on the higher level we can identify paragraphs and text. When the translation is done to make the changes to the level of the unit of language from the phrase SL to TL, then there was the unit shift or rank shift. When the shift occurred from the units that lower to higher units (1 to 2.1 to 3, 2 to 4, etc.) called upward rank shift. On the contrary, when the shift occurred from the unit of higher to lower units (3 to 2, 4 to 3, 3 to 1, etc.) called downward rank shift.

Example:

TSu : gravity
TSa : gaya tarikan bumi

SL words in the phrase translated into the TL. Actually, the word “gravity” has no counterpart in Indonesian language, namely gravity. It means, here that translator performs translation rank upward shift in the form of shift is not because the necessity of grammar, but he wants his own choice of words.

TSu : I don’t know
TSa : Entahlah
In terms of grammar, it actually means both expressions are both at the level of the sentence, namely the SL is complete sentences, while the TL is a minor sentence. But we can see that the sentence structure of the SL is the clause, while the TL is the sentence Word, so there is a downward shift rank in translation is done.

Novel is a fictitious prose narrative of book length, typically representing character and action with degree some of realism (Oxford Dictionary: 2017. In translating a novel using more than one method and in general the translator method used is always emphasized in the source language, it is intended that messages from the source language can be delivered to the target language.

In this research, the writer is trying to review the theory of a shift in the translation (translation shift) of the classic introduced Catford by applying it on the example of the translation from the Indonesian to English. Furthermore, the writer only focuses on the theory of translation unit shift as the main theory to analyze the object of this research which is a translated novel from English as the source language to Indonesian ones as the target language. This research becomes essential due the writer wants to elucidate the process of linguistic rank of the translation on the corpus. The novel twilight “New Moon” provides various cases of downward and upward rank shift from words, phrase, clause, until the sentence, so the writer chooses this corpus as the object of the research. Moreover, this research becomes important due to
its innovative concept which combining theory of translation to the literature as the object of the research.

B. Focus of the Research

In this Research, the writer only focuses on the theory of translation unit shift as the main theory to analyze the object of this research which is a translated Novel Twilight (New Moon), written by Stephanie Mayer from English as the source language to Indonesian ones as the target language.

C. Research Question

1. What does the change of ranks may be happened of upward rank and downward rank shift on The Novel Twilight (New Moon)?
2. How those upward rank and downward rank shifts happen?

D. Objective of the Research

Based on the above research questions, the objectives on the research are:

1. To know the rank change of upward rank and downward rank shift happen in the twilight novel translation written by Stephenie Meyer.
2. To know the change process of downward rank and upward rank shift happen in the twilight novel translation written by Stephenie Meyer.

E. Significance of the Research

Theoretically, this research can give contribution in the development of translation science, and enrich the knowledge of unit shift translation for the writer and also the reader. Practically, this research provides a description of a technique to translate appropriately, so it is expected to be very beneficial for
many people, especially ones intend to learn further about unit shift in translation.

F. Research Methodology

1. The Method of Research

In this research the writer uses descriptive qualitative method. By using qualitative descriptive method, the writer explains the data found in novel about unit analysis, using the proper theory and examples. There search uses qualitative descriptive method that is designed for getting information in order to find the conclusion with verbal describing (Farkhan :2).

2. Technique of Data Analysis

The writer analyzes the data by using descriptive analysis technique. The translation method in this research is unit shift translation, which is translating toward the target language emphasis. The writer collects data from English version and Indonesian version and then compared them to find out the change rank of upward and downward rank shift used. The research is accomplished through the steps as follows:

a) Reading the SL and TL text which would be analyzed

b) Comparing the SL and TL text

c) Searching the for the data where the unit shift occur

d) Collecting and classifying the data

e) Classifying the specific patterns of the shift in the unit shift

3. Research Instrument
The instrument in this qualitative research is the writer himself by analyzing the shift patterns in the novel. The writer as the instrument of the research plays essential role by collecting data from English version and Indonesian version and then compared them to find out the change rank of upward and downward rank shift used.

4. Unit of Analysis

In this research, the unit of analysis is a novel by Sthepenie Mayer entitled "twilight (New Moon) translated by Monica Dwi Chrenayani. This novel is the second novel in the series written by Sthepenie Mayer who published on september 6, 2006.

5. Place and Time of the Research

This study started in the 7th semester precisely at the end of January 2016 at the Faculty of Adab and Humanities, Syarif Hidayatullah State Islamic University of Jakarta and the main library UIN Jakarta.
CHAPTER II

THEORITICAL FRAMEWORK

A. Previous research

To start this research, the writer displays some previous research. It is used to avoid any similarities toward the research. The first Rizky Amaliya’s research, “Analysis of Translation Techniques and Unit Shift in Translating Phrasal Verbs in the Word “Get” in Novel Entitled “Murder is Easy” into Indonesian” in 2016. This research describes the unit shift that occurs in the text novel. The method of this research is qualitative descriptive methods.

The objective of this study is to find out the translation techniques that are used by translator and also to figure out unit shift in translating phrasal verbs in the word “Get”.

Meanwhile, the difference between Rizky Amaliya’s research and this research will try to explain Translation Techniques and the translating unit shift, whereas this research explained the pattern of unit shift translation.

Second, Deris Prasetya’s research, “An Analysis of unit shift in English-Indonesian Language Subtitle of the Animated movie the Adventures of Tintin: Movie Secret of The Unicorn Original DVD” in 2012. This research describes the unit shift that occurs in the text subtitle based on Catford’s theory. The method of this research is qualitative descriptive methods.

In this research, some unit shifts have been found in subtitle translation. He mentioned the conclusion of his translation that there are two types unit
shift; unit shift *upward* and *downward*. Each category type that has in translation English-Indonesia of Influence of unit shift in the translation English-Indonesia, change the equivalence level of meaning to the TL. The equivalence level affects the compatibility of messages from SL.

The difference between Deni Prasetya’s research and this research are this research will try to explain the pattern of unit shift based on Catford’s theory, meanwhile Deni Prasetya’s explain the upward and downward unit shifts occurring affect the meaning equivalence of the TL.

The third is Suhaila’s research “Unit Shift Analysis of English Indonesia Translation of “The Tale of Three Brothers’ By J. K Rowling”’. This research describes the unit shift that occurs in the text novel based on Mildred L. Larson and J.C.Catford. The method of this research is qualitative descriptive methods.

Suhailas’ research compared the english text and the indonesian text to find the patterns of unit shift and also to figure out what are the factors that can cause or affect each unit shift.

The difference between Suhaila’s research and this research is this research only used J.C. Catford theory, meanwhile Suhaila’s used two theory in the research.

**B. Definition of Translation**

According to Nida and Taber, they state that “translating consists of reproducing in the target language (TL) the closest natural equivalent of the source language (SL) message, first in terms of meaning, and secondly in
terms of style” (1974:12). Here, we know that in reproducing the message there is a good relationship between RL and SL that should be equivalent.

According to Catford, he defines that “translation is an operation performed on languages: a process of substituting a text in one language for a text in another” (1965:1). It means all of the activities of transferring a text from one language to another are called translation.

According to Newmark, “the translation is rendering the meaning of a text into another language in the way that the author intended the text (1988:28)”. In short, the meaning of a text should be the same with the author’s aim when it is translated.

Simatupang defines translation as “menerjemah adalah mengalihkan makna yang terdapat dalam bahasa sumber ke dalam bahasa sasaran dan mewujudkannya kembali di dalam bahasa sasaran dengan bentuk-bentuk sewajar mungkin menurut aturan-aturan yang berlaku dalam bahasa sasaran” (1999:2). It means that translation is closer to the meaning than the style (form) but translation should follow the rules of target language.

From the definitions above, translation is defined as the process of transferring the idea or information from the source language to the target language. Translation is an important phenomenon that has a huge effect on everyday life, that is why the desire to know and to understand information, namely science, technology, and knowledge, translating from source language and target language is needed.
C. Translation Shift

As stated on the scope of research, the theory of translation shifts provided mainly by Catford added with some other explanations from Newmark as well as Vinay and Darbelnet.

Catford stated that “translation shifts as the departures from formal correspondence in the process of going from SL to TL” (1965:73). Items which can be shifted are grammar.

According to Newmark, “shift is translation procedure involving a change in grammar from SL to TL, and word-class (1988:55).”

Vinay and Darbelnet stated “transposition is the replacement of one word-class by another without changing the meaning of the message” (1958:64).

Based on the theory proposed by Catford translation is basically the process of transferring messages from one language to another, and by offering some form of change. When the form in the source language has a new form or a different form of the target language, it is called a shift.

He argues that translation is not redirecting the meaning, but changing text from one language to other languages. So, the study of the translation is in the region of the linguistic comparison.

He connects the type of translation with the linguistic level, such as phonology, grammar, lexicon and also with the level could be grammatically, for example the sentence, clauses, group words and morpheme. See the following example:
Catford distinguishes the translation into: total translation and restricted translation. Total translation achieved when all the linguistic level in the source (leksikon language and grammar) is replaced with the level of the linguistic level belongs to the language of the target(1965:73). Meanwhile, restricted translation undertaken when the interpreter is just substituting one linguistic level only. This restricted translation can be further divided into translation grammatical, lexical translation, translation and translation phonological graphologist. In her world, the translation these types are hard to find pure.

Grammatical translation is a translation produced by simply replacing the grammar with the grammar of the target language, while the lexical, phonological and graphology still belong to the target language. Likewise, translation of lexical just replaced the word only. Graphologist translation only changes the way the course of writing and phonological translation unit phonological just replace it, but in reality difficult to find the kind of pure translation. For example, difficult to find a pure lexical translation because usually if there is a lexical translation would at once be a grammatical translation. Perhaps because so not these perverted to earth, this theory is not
so desirable. Although there is a theory that Catford widely known, namely formal correspondence, textual equivalence and translation shift.

The term 'formal correspondence' in bahasa become “korespondensi formal”, “textual equivalence” in bahasa "padanan tekstual" and “translation shift” in bahasa “pergeseran penerjemahan”. Formal correspondence, according to Catford, refer common linguistic form category in two different languages (unit, class, the structure of the elements of the structure, etc.) (1965:75). Characteristics of the two words from two different languages that have formal correspondence is the ability to occupy the slot of the word class of words, linguistic form, or the same unit with the class of words, linguistic forms and language support unit source. Thus, the word "pintu" in English is the formal correspondence of the word "door" in Indonesian because the word "door" plays the same role in the English language as well as the word "pintu" in Indonesian. “mohon buka pintu” can be translated into "Please open the door". In this example the “door” can change its position “pintu” in the same linguistic structures, namely the verb phrase "buka pintu". Moreover, the word "open" also have the same linguistic form with “buka”.

Therefore, formal correspondence is closely related with the comparison and a description of the two system related language and is not related to the text of the language of the source and target language. Correspondence or similarity it was already there before the words were collated into text. If the similarity was identified based on the text of the source language and the target language text, it is called the equivalent textual similarity. In short,
textual equivalents were at the level of the text or parts of the text, while a similar form of linguistic or formal correspondence was at the level of words, combinations of words, structure, and etc.

Formal correspondence was in the area of pragmatic language, while the textual equivalent of being at the level of a real form of human verbal expression (text). Each deviation from formal correspondence or common linguistic form in the text of the target as a result of the process of the translation is called a translation shift. In other words, a translation shift occurs if the translation of words and sentences in the TL (target language) is not a formal correspondence (linguistic form) from words and sentences from SL (source language). Because the translator sometimes find formal correspondence and sometimes didn’t find, then the translation process can result in a translation shift or not. The shift could be compulsory if the TL (Target language) system requires it, or optional if the shift is made with the referential personal reasons, such as write style or beauty.

See the example following shift:

SL : No smoking

TL : Dilarang merokok

Translation shift going on here, "dilarang merokok" is not a formal correspondence "No smoking", which should "tidak merokok" when this formal correspondence. "dilarang merokok" is called textual equivalents. Catford stated(1965:75), whether interpreters used correspondence formal or equivalent textual, translator not distract meaning but changing the meaning
of the source language with meaning in the target language because the two utterances or words called frontier in SL (Source Language) and TL (Target Language) did not have the meaning exactly the same.

D. Types of Translation Shifts

There are five types of shifts provided by Catford divided into two major types level shifts, and category shifts consisting of structure shifts, class shifts, unit shifts, and intra-system shifts (1965:73).

1. Level shift

Level shift occurs if the item smell at the linguistic level has a counterpart in the TL at different linguistic levels.

Example:

SL : She is walking alone.
TL : dia sedang berjalan sendirian.

In the example above, "-ing" (morpheme) is translated into the lexicon (free morpheme) “sedang”.

Category shift occurs when the translation of a word or phrase deviate from formal correspondence in the target text. Shifting category is further classified as structural shift, class shift, unit shift, and intra-system shifts.

2. Structure Shift

Structure shifts grammatically occur at any ranks of language where words, phrase, clauses, or sentences in SL has its translation equivalent with the same rank in TL so only their structures are different.
Example:

SL : *Your order has been sent via express courier service.*

TL : *Kami telah mengirim pesanan Anda dengan layanan pengiriman kilat.*

In this example, there is a shift from passive into active sentence structure.

3. **Class Shift**

This shift occurred when the equivalent of the items SL is a member of a different class to the class of linguistic items source. This is a change from one part type in the word SL into another type of words in the TL.

Example:

SL : *We had a very nice talk.*

TL : *Kami berbicara dengan senang hati.*

In the above example, the noun *"talk"* is translated as the verb *"berbicara"*.

4. **Unit Shift**

Unit shifts occur when the translation equivalent of a unit at one rank in the SL is a unit at different rank in the TL. This shift represents a change from a linguistic unit, for example, word, in SL to different linguistic units in the hierarchical position of the TL, for example, a phrase. (Linguistic unit may be a sentence, clause, clause, word, or morpheme.)
Unit shift is a change of rank, departures from formal correspondence in which the translation equivalent of a unit at one rank in the source language is a unit at a different rank in the target language. Unit shift as a change of rank may happen from word to phrase, phrase to word or phrase to clause.

a. **Word to Phrase**

A shift of unit may occur in the translation from a source language word into a target language phrase.

Example:

SL : “here, please,” I whispered. If he took me to the hospital, there would be no way to keep this from Charlie


b. **Phrase to Word**

Beside the word to phrase shift, a shift of unit may occur in the translation from a source language phrase into a target language word too.

Example :

SL : He hesitated for a second before he told me. “I was thinking about right and wrong, actually.”

TL : Edward ragu-ragu sejenak sebelum menjawab. “sebenarnya, aku sedang berpikir tentang apa yang benar dan yang salah.”
c. **Phrase to clause**

A shift of unit may occur in the translation from a source language phrase into a target language clause too.

Example:

1) **SL** : each for his own destination  
   **TL** : masing – masing tujuan mereka sendiri- sendiri

2) **SL** : before her untimely death  
   **TL** : sebelum gadis ini meninggal diusia muda

d. **Clause to phrase**

Beside clause to phrase shift, a shift of unit may occur in the translation from a source language clause into a target language phrase too.

Example:

1) **SL** : he breathed against my cheek.  
   **TL** : desahnya dipipiku.

2) **SL** : the sound was all silver,  
   **TL** : suaranya bergemerincing.

e. **Clause to sentence**

A shift of unit may occur in the translation from a source language clause into a target language sentence too.

Example:

1) **SL** : I could never quite mimic flow of his perfect,
TL  :aku tidak pernah bisa menirukan cara bicaranya yang mengalun serta artikulasinya sempurna.

2) SL  : forgetting, for a moment, my glum mood.
      TL  : sejenak melupakan suasana hatiku yang muram.

f. **Sentance to clause**

Beside clause to phrase shift, a shift of unit may occur in the translation from a source language clause into a target language phrase too.

Example:

1) SL  : Attention is never a good thing, as any other accident-prone klutz would.
      TL  : perhatian bukan sesuatu yang diinginkan orang kikuk

2) SL  : my heart gave a not-quite-so gentle squeeze of its own.
      TL  : hatiku bagai diremas keras-keras

5. **Intra-system Shifts**

This shift is a shift or change that occurred in the system the same language. In this case, actually SL and TL have formal correspondence, but the translators chose not matching the formal correspondence in the TL.

Example:

SL  : *This is the place for rabbits.*

TL  : *Ini tempat untuk kelinci.*
"rabbits" can actually be translated into "kelinci-kelinci" as the plural of the noun in Indonesian can be made by repeating a noun, however, the translators chose "kelinci" instead of "kelinci-kelinci" in the TL.
CHAPTER III

RESEARCH FINDINGS

A. Data Description

In the previous chapter, the writer has explicated the theory of translation shift, especially unit shift and their relations upward and downward rank shift. In this data description the writer tried to present and discuss about an analysis unit shift on the novel twilight, written by Stephanie Mayer, which was published on 6 September 2006. Here, the writer tries to present the collected data through the following table:

a. Context Description
b. Upward and downward rank word shift of the SL and its translation in TL
c. The strategy which used to translated upward and downward rank shift

In this chapter also, the writer will be going to clarify on the research findings, the patterns of unit shifts and the factor that caused each unit shift in the unit analysis. The writer concerned on the upward and downward rank shift on the novel twilight “new moon” translated by Stephanie Mayer. the writer identified upward and downward rank shift translated into Indonesian which found in the novel. The writer analyzed Upward and Downward Rank Shift . And then, the writer limited discussion about Upward and Downward Rank Shift which differently translated from pattern of literal meaning to other pattern. The tabulated data are described as follows:
### Table Data 3.1
#### Upward Rank Shift

<table>
<thead>
<tr>
<th>No</th>
<th>SL</th>
<th>TL</th>
<th>Category Shift</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>The rainiest place in the world</em> (page 5)</td>
<td><em>Kota yang curah hujannya tertinggi didunia.</em> (page 17)</td>
<td>Upward Rank Shift</td>
<td>Phrase to Clause</td>
</tr>
<tr>
<td>2</td>
<td>…, and we both turned to <em>see addition</em> to our small reunion. (page 4)</td>
<td>…, dan kami pun sama-sama menoleh untuk <em>melihat siapa gerangan yang bergabung</em> dalam reuni kecil kami. (page 16)</td>
<td>Upward Rank Shift</td>
<td>Phrase to Sentence</td>
</tr>
<tr>
<td>3</td>
<td><em>He worked with quick, sure movements.</em> The only sound besides our quiet breathing was the soft plink, plink as the tiny fragment of glass dropped one by one to the table. (page 33)</td>
<td><em>Carlisle bekerja dengan gerakan-gerakan cepat dan mantap.</em> Satu-satuny suara selain embusan napas kami yang pelan hanya bunyi kling kling saat pecahan – pecahan kecil kaca dijatuhkan satu demi satu ke meja. (page 47)</td>
<td>Upward Rank Shift</td>
<td>Clause to Sentence</td>
</tr>
<tr>
<td>4</td>
<td><em>I turned to give Edward a basilisk glare.</em> “you promised.” (page 28)</td>
<td><em>Aku menoleh dan melayangkan pandangan tajam pada Edward.</em> “kau sudah berjanji.” (page 42)</td>
<td>Upward Rank Shift</td>
<td>Clause to Sentence</td>
</tr>
<tr>
<td>5</td>
<td>“<em>here, please,</em>” I whispered. If he took me to the hospital, there would be no way to keep this from Charlie (page 31)</td>
<td>“<em>disini saja please,</em>” bisikku. Kalau ia membawaku kerumah sakit, cepat atau lambat dia pasti tau.(page 45)</td>
<td>Upward Rank Shift</td>
<td>Word to Phrase</td>
</tr>
<tr>
<td>6</td>
<td>“<em>well then, don’t you be ridiculous.</em>” He didn’t answer. He glared through the</td>
<td>“<em>kalau begitu, kau juga tidak usah ngomong yang bukan-bukan.</em>” Edward</td>
<td>Upward Rank Shift</td>
<td>Clause to Sentence</td>
</tr>
<tr>
<td></td>
<td>windshield, his expression black (page 45).</td>
<td>tidak menjawab. Ia menatap garang keluar kaca, ekspresinya kosong. (page 60)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>“allow me,” he suggested he took the goft from my hand and tore the silver paper off with one fluid movement. (page 48)</td>
<td>“biar aku saja,” saran Edward. Diambilnya kado itu dari tanganku dan dirobeknya kertas perak pembungkusnya dengan satu gerakan luwes. (page 62)</td>
<td>Upward Rank Shift Phrase to Clause</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>he won’t catch me,” deeded promised as he disappeared silently out the door… and returned, catching the door before it had swung back to touch the frame. (page 50)</td>
<td>“dia tidak akan menangkap basah aku,” janji edward sebelum lenyap tanpa suara dibalik pintu… dan kembali sejurus kemudian, memgangi pintu sebelum sempat menutup kembali. (page 64)</td>
<td>Upward Rank Shift Phrase to Clause</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I swallowed, trying to dislodge the sudden lump in my throat (page 55)</td>
<td>Aku menelan ludah, berusaha mengenyah ganjalan yang tiba-tiba bersarang ditenggorokanku. (page 70)</td>
<td>Upward Rank Shift Phrase to Clause</td>
<td></td>
</tr>
</tbody>
</table>
### Table Data 3.2

#### Downward Rank Shift

<table>
<thead>
<tr>
<th>No</th>
<th>SL</th>
<th>TL</th>
<th>Category Shift</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“no presents,” <em>I protested in a mumble.</em> (page 8)</td>
<td>“tidak ada kado-kadoan,” <em>protesku.</em> (page 21)</td>
<td>Downward Rank Shift</td>
<td>Sentence to Phrase</td>
</tr>
<tr>
<td>3</td>
<td><em>He shook his head.</em> “too much glass in the wound.” (page 31)</td>
<td><em>Carslie menggeleng.</em> “terlalu banyak serpihan kaca dilukanya.” (page 45)</td>
<td>Downward Rank Shift</td>
<td>Clause to Phrase</td>
</tr>
<tr>
<td>4</td>
<td>”<em>be good, please,” he breathed against me cheek.</em> (page 16)</td>
<td>“jangan,nakal,” <em>desahnya dipipiku.</em> (page 45)</td>
<td>Downward Rank Shift</td>
<td>Clause to Phrase</td>
</tr>
<tr>
<td>5</td>
<td><em>For one second, the memory of my last trip to phoenix washed through my head and made me feel dizzy.</em> (page 18)</td>
<td><em>Sedetik, kenangan akan perjalanan terakhir ke phoenix membanjiri otakku dan membuatku merasa pusing.</em> (page 32)</td>
<td>Downward Rank Shift</td>
<td>Clause to Phrase</td>
</tr>
<tr>
<td>6</td>
<td><em>my stomach plunged uncomfortably.</em> (page 19)</td>
<td><em>Perutku melilit.</em> (page 32)</td>
<td>Downward Rank Shift</td>
<td>Sentence to Phrase</td>
</tr>
<tr>
<td>7</td>
<td>“<em>put me in danger!</em>” I thought we’d established that all the bad luck is my faulty?” (page 20)</td>
<td>“<em>membahayakan aku!</em>” kusangka kita sudah sepakat semua ketidakberuntungan itu adalah salahku?” (page 34)</td>
<td>Downward Rank Shift</td>
<td>Sentence to Phrase</td>
</tr>
<tr>
<td>8</td>
<td>”<em>What happened with your arm?”</em> (page 47)</td>
<td>”<em>Lenganmu kenapa?”</em> (page 61)</td>
<td>Downward Rank Shift</td>
<td>Sentence to Phrase</td>
</tr>
<tr>
<td>9</td>
<td>”<em>what are you thingking about?” I wondered in a whisper(p</em>age 50)</td>
<td>”<em>kau sedang memikirkan apa?”</em> bisikku. (page 65)</td>
<td>Downward Rank Shift</td>
<td>Sentence to Phrase</td>
</tr>
<tr>
<td>10</td>
<td>He hesitated <em>for a second</em> before he told me. “I was thinking about right and wrong, actually.” (page 50)</td>
<td>Edward ragu-ragu sejenak sebelum menjawab. “sebenarnya, aku sedang berpikir tentang apa yang benar dan yang salah.” (page 65)</td>
<td>Downward Rank Shift</td>
<td>Phrase to Word</td>
</tr>
</tbody>
</table>

### B. Data Analysis

From the tabulated data above, the writer tries to analyze Upward and Downward Rank Shift of the selected data. The writer also uses [www.freetranslation.com](http://www.freetranslation.com) for looking up the meaning of Upward and Downward Rank Shift. To get further description of analysis, the writer tries to illustrate as follows:

1. **Upward Rank Shift**
   a. Word to Phrase

   **Table Data 3.3**
   **Word to Phrase**

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>“<em>here, please,</em> I whispered. If he took me to the hospital, there would be no way to keep this from Charlie (page 31)”</td>
<td>“<em>disini saja</em> please,” bisikku. Kalau ia membawaku kerumah sakit, cepat atau lambat dia pasti tau.(page 45)”</td>
</tr>
</tbody>
</table>

   From the data above, the word “*here*” is translated to “*disini saja*”. The writer does not translate it literally.

   The word “*here*” is an adverb that shows or explain of place. The meaning of this word is “The pointing words states where close to the speakers”. The word “*here*” can be inserted in a sentence, or in the beginning on the sentence. Meanwhile, in
Indonesian, there is one simple word that can accommodate the entire meaning components as in the word *here*, that is the word *disini*. The word *disini* can be used in the beginning of the sentence.

Nevertheless, the writer did not use this particular word as the possible equivalent of the word *here*. Instead, they had chosen a phrase or a group of words *disini saja* as its translation, put at the beginning of a story, also means "*here only*" (www.freetranslation.com). This act of choosing how to translate one word is considerable for the aesthetic value, as long as it doesn’t change the meaning of the source text.

<table>
<thead>
<tr>
<th>Table Data 3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word to phrase</strong></td>
</tr>
<tr>
<td><strong>SL</strong></td>
</tr>
<tr>
<td>“Thanks again,” I whispered. (page 50)</td>
</tr>
</tbody>
</table>

The word *again* is Adverb in English that means “*the man who repeat saying thanks*”. *Again* often used to introduce a statement that repeats and stresses something previously said.

The word *again* can be inserted in a sentence as long as explain some activities which can be repeated. Also the writer gift an opinion about the words again differently with other words which has closed meaning to it.

Although, the writer does not use this particular word as the possible equivalent of the word *thanks again* in Indonesian
terimakasih sekali lagi with “thanks once more” (www.freetranslation.com) with the same meaning is terimakasih sekali lagi. This considerable of choosing how to translate one word does not change the meaning of the source text.

b. Phrase to Sentence

Table Data 3.5

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>..., and we both turned to see addition to our small reunion.</td>
<td>..., dan kami pun sama-sama menoleh untuk melihat siapa gerangan yang bergabung dalam reuni kecil kami. (page 16)</td>
</tr>
</tbody>
</table>

The writer easily makes a phrase from see addition into a sentence in Indonesian melihat siapa gerangan yang bergabung. In general, the translation is purposed to make the reader understood the meanted by the writer.

Meanwhile reader will separate the translation based on the context not from a literal translation helps the writer choosing the phrase to be used.

The possible equivalent of the phrase see addition in other phrase is see who join for (www.freetranslation) but the writer does not use it. The phrase see addition could mean something else, while the phrase see who join for is too general to find the writer’s meaning.
The rainiest place is a construction from comparison of adjectivewhich has meaning to build any differences in each word of level. Precisely, there is no any verb in it which can function as a predicate. This group of words can be classified as adjective. It can be translated in Indonesian *kota yang curah hujannya tinggi*.

The writer does not use this particular word as the possible equivalent of the word *the rainiest place*. Instead, they had chosen a phrase or a group of words *kota yang curah hujannya tinggi* as its translation, put at the beginning of a story, also means "*the highest rain city*” which is translated in www.freetranslation.com.

The word *allow me* is verb in English that means “*somebody would like to do itself*”. Allow me stresses something previously said.
The word *allow me* closed meaning with *I can do it for you*. Also the writer gives an opinion the words *allow me*. It showed an offering a help, where the writer expects the reader easily to be understood.

The writer does not use this particular word as the possible equivalent of the word *allow me*. Instead, the writer chooses a phrase or a group of words *biar aku saja* as its translation, also means ”*I can do it for you*” which is translated in [www.freetranslation.com](http://www.freetranslation.com).

**Table Data 3.8**  
**Phrase to Clause**

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>he won’t <em>catch me,</em>” deeded promised as he disappeared silently out the door. And returned, catching the door before it had swung back to touch the frame. (page 50)</td>
<td>“dia tidak akan menangkap basah aku,” janji edward sebelum lenyap tanpa suara dibalik pintu. Dan kembali sejurus kemudian, memgangi pintu sebelum sempat menutup kembali.(page 64)</td>
</tr>
</tbody>
</table>

*Catch me* in the source text is a phrase or a group of word without subject or predicate in it. The words can be classified as: *catch* (verb) and *me* (pronoun). That is why this construction is catagorized as a phrase.

However, the translation of this phrase in indonesian language is *menangkap basah aku*. Meanwhile reader will separate the translation based on the contextual not from a literally that’s made the writer chosen the phrase to be used.
The word *catch me* also has another further meaning using idiom as the writer’s intention, so the writer defines with *catch me* in Indonesian as *menangkap basah aku*.

**Table Data 3.9**

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I swallowed, trying to dislodge the sudden lump in my throat</em> (page 55)</td>
<td><em>Aku menelan ludah, berusaha mengenyah ganjalan yang tiba-tiba bersarang ditenggorokanku.</em> (page 70)</td>
</tr>
</tbody>
</table>

Phrase *I swallowed* expressed a verb that showed the writer means a surprise of a feeling. The writer does not mean to translate each verb only but also to tell the readers that it is happened because of an expressing of surprise. So, the writer uses the phrase *I Swallowed* to delivery the message to the reader about it.

However, the translation of this phrase in Indonesian *aku menelan ludah* is a sentence. The possible equivalent of the word *I swallowed* in other phrase is *I Gulp* [www.freetranslation.com](http://www.freetranslation.com) and which does not change the meaning. The writer took the phrase *I swallowed* to deliver has own meaning.
d. Clause to Sentence

Table Data 3.10

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>He worked with quick, sure movements. The only sound besides our quiet breathing was the soft plink, plink as the tiny fragment of glass dropped one by one to the table. (page 33)</td>
<td>Carlisle bekerja dengan gerakan-gerakan cepat dan mantap. Satu-satunya suara selain embusan napas kami yang pelan hanya bunyi kling kling saat pecahan – pecahan kecil kaca dijatuhkan satu demi satu ke meja. (page 47)</td>
</tr>
</tbody>
</table>

He worked with quick is translated into Indonesian as Carlisle bekerja dengan gerakan-gerakan cepat dan mantap. The writer used the word He worked with quick to make a clause to tell the reader about its contextual condition, and it is translated in Indonesia Language by www.freetranslation.com ia bekerja dengan cepat.

The translation from www.freetranslation.com is not far what the writer purposed to be translated but the writer puts it as the sentence in order the translation is more understood.

So, the writer took the translation in the form of sentence, He worked with quick in Indonesia Language as Carlisle bekerja dengan gerakan-gerakan cepat dan mantap, where it is the best way in translating the sentence.
The clause *I turned to give Edward* it can be many translated in various way, but the writer tried to give the reader about a clause directed to the message where the writer wants to make the reader understood. *I turned to give Edward* in Indonesian *Aku menoleh dan melayangkan pandangan tajam pada Edward* became a sentence from a clause.

The possible equivalent of the word *I turned to give Edward* in other phrase is *I looked to give edward* (www.freetranslation.com), the clause actually can be modified with other meaning but the writer strenghtly used the clause *I turned to give Edward* in this case to express his intended meaning.

---

**Table Data 3.11**

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
</table>

---

The writer delivers the clause *don’t you be ridiculous* to the reader to be translated in Indonesia *kau juga tidak usah ngomng yang bukan-bukan*. In this case the writer tries to explain the
readers with the clause in order to be make them relates to the writers intention.

The writer realized the clause don’t you be ridiculous can not be translated to other meaning or it can not be modified with another meaning just to delivered what the writers want about his translation.

The clause don’t you be ridiculous really needs to be translated liked the writers into Indonesian as it is idiom which can be complicated to define. The clause don’t you be ridiculous might be difficult to be translated in Indonesia language but the writer believes that the clause must be translated into sentence in target language in order to make the meaning delivered to the reader well.

2. Downward Rank Shift
a. Phrase to Word

<table>
<thead>
<tr>
<th>Table Data 3.13 Phrase to Word</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SL</strong></td>
</tr>
<tr>
<td>He hesitated for a second before he told me. “I was thinking about right and wrong, actually (page 50)</td>
</tr>
</tbody>
</table>

The phrase for a second is simply easy to be translated in Indonesia as sejenak. The writer also developed the reader’s imagination about the phrase to be translated as its neccessary.
The possible equivalent of the word *for a second* in other phrase is *for a moment* (www.freetranslation.com).

*For a second* is an adverb that shows or explains about the time. The phrase can be inserted in a sentence, or in the beginning on the sentence. The phrase *for a second also* can be translated in Indonesian as *untuk yang kedua* (www.freetranslation.com), but the writer more concerned the phrase to be translated with word *sejenak*.

b. Clause to Word

**Table Data 3.14**

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>For one second</em>, the memory of my last trip to Phoenix washed through my head and made me feel dizzy. (page 18)</td>
<td><em>Sedetik</em>, kenangan akan perjalanan terakhir ke Phoenix membanjiri otakku dan membuatku merasa pusing. (page 32)</td>
</tr>
</tbody>
</table>

The clause *for one second* is translated *Sedetik* in Indonesian by the writer. Although the writer also knows that the phrase *for one second* has another meaning in other sources.

The reader compared the possible equivalent of the word *for one second* in other phrase is *a second* (www.freetranslation.com). The writer chooses this clause in order to be understood easily by the reader and expects it can be translated as the writer’s meaning.
In general, the clause *for a second* usually used to show a condition of a time where the clause can be used as the writer’s want.

Also *for one second* is an adverb that shows or explains a series of time.

c. Sentence to Word

**Table Data 3.15**

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>“what are you thinking about?” I wondered in a whisper (page 50)</td>
<td>“kau sedang memikirkan apa?” bisikku.(page 65)</td>
</tr>
</tbody>
</table>

The Sentence *I wondered in a whisper* it can be translated in various way, but the writer tried to give the reader about a sentence directed to the message where the writer to make the reader understood.

Also *I wondered in a whisper* is used a verb that shows or explains something to be done, in other way the writer told the reader to understand the verb used in a sentence.

The sentence *I wondered in a whisper* generally can be meaned with *saya bertanya-tanya di berbisik* (www.freetranslation.com). The reader thought the translation from www.freetranslation.com, does not represent the writer’s intention.
The writer translates in the sentence *I wondered in a whisper* using the word *bisikku*.

d. Clause to Phrase

**Table Data 3.16**

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
</table>

In the clause *handing him a towel* the writer gives a meaning in Indonesian *mengulurkan handuk* to the reader, but it also meant in general *menyerahkan dia handuk* (www.freetranslation.com).

*Handing him a towel* is recommended by www.freetranslation.com the reader, provides incorrect meaning because the translation is out of the writer’s want.

In the part of translation of the phrase it needs an understanding of idioms in it as a reference to make it relates with the translation made by the writer.

**Table Data 3.17**

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>He shook his head. “ too much glass in the wound.”</em> (page 31)</td>
<td><em>Carslie menggeleng. “ terlalu banyak serpihan kaca dilukanya.”</em> (page 45)</td>
</tr>
</tbody>
</table>

A clause *he shook his head* is used a past tense with a verb and possessive pronoun. The phrase is translated in a simple past
tense so it can be directly translated into Indonesian with *Carslie menggeleng.*

*He shook his head* translated into Indonesian using www.freetranslation.com as *dia mengocok kepalanya.* Absolutely this clause irrelevant to the writer’s meaning for the reader, as it is out of the writer’s intention.

The reader took the same opinion of the reader that the clause *he shook his head* translated in indonesian language as *Carslie menggeleng* and couldn’t be replaced with other meaning.

### Table Data 3.18

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;'be good, please,” he breathed against me cheek. (page 16)&quot;</td>
<td>“'jangan,nakal,” desahnya dipipiku. (page 29)&quot;</td>
</tr>
</tbody>
</table>

*He breathed against me cheek,* the writer delivered the clause to the reader that must be translated in Indonesian *desahnya dipipiku.* It uses a verb to connect each word in order to be understood, a verb connected each other to be understood and translated.

In general, some people would not find the writer means in his translation. In the other the translation does not represent what the writer means of it. So, the reader would find the meaning in the same way as the writer means.
If the reader translated *He breathed against me cheek* in Indonesia using www.freetranslation.com, it has meaning as *dia menghembuskan terhadap pipi saya*, this translation does not equivalent to the writer’s purpose.

e. Sentence to Phrase

**Table Data 3.19**

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>“no presents,” <em>I protested in a mumble.</em> (page 8)</td>
<td>“tidak ada kado-kadoan,” <em>protesku.</em> (page 21)</td>
</tr>
</tbody>
</table>

The writer put the clause *I protested in a mumble* in Indonesian *protesku*. The sentence still uses a verb to deliver some emotions as the writer is expression. So this sentence is translated directly with *protesku*.

The verb used in the sentence followed with noun phrase to strengthen the function of the verb in it. The reader would find this translation used www.freetranslation.com for the sentence *I protested in a mumble* as *saya membantah dalam mengomel*. This translation is far enough from the relevant translation situation that make the reader confused. So, the writer needs to put the correct of relevant translation.

**Table Data 3.20**

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>my stomach plunged uncomfortably.</em> (page 19)</td>
<td><em>Perutku melilit.</em> (page 32)</td>
</tr>
</tbody>
</table>
My stomach plunged uncomfortably is translated into Indonesian as *Perutku melilit*. The writer delivers the sentence using *plunged* (verb) and *uncomfortably* (adverb). This sentence needs to be simplified in order the reader can understand each word correctly.

Also the writer concerns with the sentence *my stomach plunged uncomfortably* as generally the reader wouldn’t find the translation easily, especially when the reader used www.freetranslation.com as the media to find in Indonesian which means *lambungku anjlok kurang sesuai*.

The reader must understand that the sentence is in a past form eventough it is translated into Indonesian without any past form.

<table>
<thead>
<tr>
<th>Table Data 3.21</th>
<th>Sentence to Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SL</strong></td>
<td><strong>TL</strong></td>
</tr>
<tr>
<td>“put me in danger!” “I thought we’d established that all the bad luck is my faulty?” (page 20)</td>
<td>“membahayakan aku!” “kunsqueeze kita sudah sepakat semua ketidakberuntungan itu adalah salahku?” (page 34)</td>
</tr>
</tbody>
</table>

The sentence *Put me in danger* can be classified as: *Put* (verb) and *danger* (adjective). This construction is catagorized as a sentence without a subject.

However, the Indonesian translation is in the phrase form which states *membahayakan aku*. The sentence *Put me in danger* is equivalent with *take me in danger* (www.freetranslation.com) on
the other hand, the sentence *Put me in danger* if it is translated in Indonesian using www.freetranslation.com is *letakkan aku dalam bahaya* this translation does not have the close meaning as the writer’s expectation, but it still has the same purposed meaning.

**Table Data 3.22**

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;What happened with your arm?&quot; (page 47)</td>
<td>“Lenganmu kenapa?” (page 61)</td>
</tr>
</tbody>
</table>

In general translation, the sentence *What happened with your arm* is translated by the writer using a simple way to make the meaning relevant which is in Indonesian *lenganmu kenapa*.

The equivalent of the sentence *What happened with your arm?* is *why your arm* (www.freetranslation.com), the sentence *What happened with your arm?* Translated in Indonesia using www.freetranslation.com is *apa yang terjadi dengan tangan anda*. It is the writer that makes a sentence from source language into a good phrase in the target language.
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, the writer draws some conclusions: First, based Catford theory, the writer finds the process of transferring messages from one language to another by offering some form of change. When the form in the source language has a new form or a different form of the target language, it is called a shift. The writer finds that translation not redirecting the meaning, but changing text from one language to other languages. So the process of shifting in this research has two types upward rank shift and downward rank shift.

Secondly, the most common appeared in upward rank shift is from phrase to clause. Meanwhile the most common appeared in downward rank shift is from sentence to phrase.

The last, the writer concludes that www.freetranslation.com is a good media which helping the writer in delivering the messages to the reader. www.freetranslation.com seems suitable for translating the particularly twilight new moon as the object of this research as the content of the source language is suitably conveyed into target language.
B. Suggestions

The writer would like to suggest that in doing any translation. The most important thing is to keep the meaning or the message of the source language remains the same when it is being translated into target language. Due to the difference of cultural background on the source language and target language.

Furthermore, the good capability of translator will indicate the good quality of translation, so to produce the good quality of translation, the writer recommends the general translators to master the translation aspects.
BIBLIOGRAPHY

BOOKS

Amaliya, Rizky. Analysis of Translation Techniques and Unit Shift in Translating Phrasal Verbs in the Word “Get” in Novel Entitled “Murder is Easy” (2016)


Prasetya, Deris. An Analysis of unit shift in English-Indonesian Language Subtitle of the Animated movie the Adventures of Tintin: Movie Secret of The Unicorn Original DVD. (2012)


Suhaila. A Unit Shift Analysis of English Indonesian Translation of ‘The Tale of
the Three Brothers’ by J. K. Rowling Thesis of Faculty of Adab and Humanities, Syarif Hidayatullah Jakarta State Islamic University, 2010.


JOURNAL ONLINE


DICTIONARIES


SDL Translate <freetranslation.com/>

WEBSITE

<Sdl Translate>. https://www.freetranslation.com>
<https://id.wikipedia.org/wiki/New_Moon_(novel)>


<https://oxforddictionary.com>
New Moon is a romantic fantasy novel by author Stephenie Meyer, and is the second novel in the Twilight series. The novel continues the story of Bella Swan and vampire Edward Cullen's relationship. When Edward leaves Bella after his brother attacks her, she is left heartbroken and depressed for months until Jacob Black becomes her best friend and helps her fight her pain. However, her life twists once more when Jacob's nature reveals itself and Edward's sister decides to visit.

According to Meyer, the book is about losing true love. The title refers to the darkest phase of the lunar cycle, indicating that New Moon is about the darkest time of protagonist Bella Swan's life. Meyer wrote the book before Twilight was published. Writing the book was difficult for Meyer as she
feared the readers' reaction to the book and often cried as she described Bella's pain.

2. Plot

On Isabella Swan's 18th birthday, Edward Cullen, the vampire she loves, and his family throw her a birthday party. While unwrapping a gift, she gets a paper cut, which causes Edward's adopted brother Jasper, to be overwhelmed by her blood's scent and he attempts to attack and feed on Bella. Trying to protect her, Edward and the Cullens move away from Forks, but in an attempt to get Bella to move on, Edward tells her it is because he no longer loves her. This leaves Bella heartbroken and depressed.

In the months that follow, Bella learns that thrill-seeking activities, such as motorcycle riding and cliff-diving, allow her to "hear" Edward's voice in her head through her subconscious mind. She also seeks comfort in her deepening friendship with Jacob Black, a cheerful companion who eases her pain over losing Edward. Sometime after losing Edward, Bella starts to enjoy Jacob's company and friendship. After spending some time with Bella, Jacob starts experiencing some huge, unexpected and drastic changes with his mood swings, body and personality. As Jacob undergoes a very long, painful and life altering transformation Bella and Charlie become concerned. A few weeks later, Bella notes that Jacob isn't as happy-go-lucky as he once was. She isn't so comfortable with the new Jacob and shortly thereafter she discovers that Jacob has unwillingly become a werewolf and that there are other tribe
members who are werewolves too. Jacob and his pack protect Bella from the vampire Laurent and also Victoria, who seeks revenge for her dead mate, James, whom the Cullens had killed (in *Twilight*). Jacob starts developing physical emotions towards Bella but she doesn't feel the same having experienced a life changing breakup with Edward, making him horribly sad and envious of Edward. Jacob then saves Bella from drowning after jumping off the cliff, and almost kisses her in the events following.

Meanwhile, a series of miscommunications leads Edward to believe that Bella has killed herself by jumping off a cliff. Distraught over her supposed suicide, Edward flees to Volterra, Italy to provoke the Volturi, vampire royalty who are capable of killing him, though they refuse, deeming his mind reading ability to be too valuable. Alice Cullen, however, makes a surprise visit to Bella's house, which overwhelms Bella. Bella asks a series of questions, and Alice tells her that she saw Bella trying to kill herself. As Alice's visions about Edward change rapidly, Alice and Bella are unable to clearly understand whether Edward is or will be safe. So, they rush to Italy to prevent Edward from revealing himself to humans so the Volturi are forced to kill him, arriving just in time to stop him. Before leaving Italy, the Volturi tell Edward that Bella, a human who knows that vampires exist, must either be killed or transformed into a vampire to protect the secret. When they return to Forks, Edward tells Bella that he has always loved her and only left Forks to protect her. She forgives him, and the Cullens vote in favor of Bella being transformed into a vampire, to Rose and Edward's dismay. However, Jacob
sternly reminds Edward about an important part of their treaty: if the Cullens bite a human for any reason, the treaty is over and the wolves will attack. When Bella reminds him that it's none of his concern as being a vampire is what she wants, Jacob reveals it is his business as she doesn't understand what's going to be at stake for her and the Cullens. Before he can continue warning her, they hear Charlie asking Bella to get inside the house at once. Jacob apologizes to Bella once more before leaving and the book ends with Charlie grounding her for running off to Italy.

3. Sdl Translate (freetranslation.com)

FreeTranslation.com is wholly owned by SDL, a company providing software and service solutions for language translation purposes including interpretation services. Powered by the leading business Machine Translation engines on the market, FreeTranslation.com is one of the most popular sites of its kind.

FreeTranslation.com allows users to obtain free translations of text, documents, and web pages. The translation is generated by a computer, displayed instantly, and always free.