AN ANALYSIS OF ENGLISH – INDONESIAN TRANSLATION SHIFT IN THE HANNAH BANANA SHORT STORY BY RIBUT WAHYUDI

A Thesis
Presented to the Faculty of Adab and Humanities in Partial Fulfillment of the Requirements for the Strata One Degree

BY

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2011
The main objective of this analysis is to know translation shift of Hannah Banana from English into Indonesia. In doing this research, she makes notes to find the differences and compares them certainly translation shifts analysis in the Hannah Banana. Then, she makes conclusion that translation shifts is a procedure involving a change in the grammar from the source language text to the target language text.

In this research, the writer uses qualitative descriptive method. The writer reads the novel and then analyzes and identifies translation shift forms which appear in Hannah Banana.

In the analysis of the translation shift in the Hannah Banana, it appears that the transposition used mostly to replace one word class with another word class and to compare the source language and the target language structures. From the results of analysis, the writer found the first shift (singular – plural; adjective + noun – noun + adjective); the third shift (noun + adjective - noun + clause; adjective + noun – noun + noun) and the fourth shift (the replacement of a verbal lexical gap in Bahasa Indonesia).
APPROVEMENT

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2011
DECLARATION

I hereby declare that this submission in 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, April 2011

Siti Muhtalifah
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Bismillahirrahmanirrahim.....

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Finally, the writer realizes that there are many lacks and mistakes in this paper. However, the writer hopes every reader of this paper send any suggestion, comments and advice to make this paper better.

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Jakarta, April 2011

The Writer
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CHAPTER I

INTRODUCTION

1. Background of Study

Translation is more than just transferring a text in the source language (SL) into an equivalent text in the target language (TL). Translation is not only translating each words or phrases from source language into the target language, but it is looking for the equivalent of meaning or message in the source language to be transferred into the target language. English and Indonesian are two differences languages. Therefore, it is important to point out that there are similarities as well as differences between English and Indonesian structure. When there are similarities exist, translation would be easy.

So, when there is different grammatical pattern, usually translating Indonesian into English is more difficult than from English into Indonesia. Therefore, the translators must consider some grammatical and lexical equivalent. In the translation activity, a translator tries to find the equivalent of source language text to target language text. The equivalent is the correspond content of the messages of SL text to TL text. It is the first step that a translator finds in translation. So, formal correspondence is the equivalence of structures both the source language text and the target language text that denied (equivalent over formal correspondence).\(^1\)

Based on the shifting of structure concept, there is a basic technique to solve the problem in shifting of the translation, that is Translation shift, the replacement of one

grammatical unit by another. For example: *A pair of trousers* translated into *sebuah celana*. Here there is transposition that a change happens from plural noun into singular noun. Transposition is the only translation procedure concerned with grammatical. In translating text from source language into target language, transposition is main process in the translation that should be taken into account by translator.

Based on the explanation above, the writer tries to analyze the translation shift in the Hannah Banana translation from English into Indonesia. In translating the words, phrases, or sentences of source language text, the mistakes usually occur because the vocabularies in English are different from Indonesia; the culture, and custom are also different.

2. **Focus of the Study**

   In this paper, the writer discusses the Translation shift in the Hannah Banana by Ribut Wahyudi.

   The analysis is focused only on the translation shift, such as replacing word class with another word class, and comparing the structural systems, from English into Indonesia in *the Hannah Banana*.

C. **Research Question**

   According to the explanation above, the research questions that will be discussed deeply by the writer are:

1. What kinds of translation shifts are found in the *Hannah Banana* from English into Indonesia?

2. How are the translation shifts applied in *the Hannah Banana* from English into Indonesia?

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D. Significance of the Study

The writer hopes the result of this research will assist the translator who wants to translate using translation procedure, such as translation shift.

E. Research Methodology

1. Objective of the Research

Related to the research questions above, the writer intends to analyze the translation shift from English into Indonesia in *Hannah Banana* using the translation shifts procedures.

2. Method of the Research

In this research, the writer uses qualitative descriptive method. The writer reads the novel and then analyzes and identifies translation shift forms which appear in Hannah Banana.

3. Technique of Data Analysis

The obtained data in this research will be analyzed through descriptive analysis technique based on the theory which is proposed by Newmark.

4. Instrument of the Research

The instrument of the research is the writer herself through reading, identifying and classifying the text. She also observes and signs the possibility of the translation shift in Hannah Banana using the translation shift procedure.

5. Unit of Analysis
The unit analysis of the research is “Hannah Banana” Novel, by Ribut Wahyudi, Published in the 2003.

CHAPTER II
THEORETICAL FRAMEWORK

A. Definition of Translation

The translators must find out and understand the definitions of the translation. There are some definitions of translation taken from many sources that all give the theorist of it among others is as Newmark statement: “Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in other language.”

Another definition as Bell, T.R: “Translation is the expression in another language (target language) of what has been expressed in another (Source language) preserving semantic and stylistic equivalences.” And “Translation consists in reproducing in the target language the closest natural equivalent of the SL message, firstly in terms of meaning and secondly in terms of style.” According to Catford: “Translation is the replacement of textual material in one language by equivalent textual material in another language”.

Based on those definitions above that there are three cases in translation: (1). It includes two languages: the SL (source language) and TL (target language). (2). To defend

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According to Newmark that the translation theorist is concerned with every type of translation procedure. The procedures can be in the form of:

a. Transcription, which may or may not be required for SL institutional or cultural words to provide authenticity or local colour respectively
b. One to one translation,
c. Through translation
d. Lexical synonymy, translation by a close TL equivalent.
e. Componential analysis, some form of componential analysis should always be preferred to synonymy as provisional translation procedure.
f. Transposition, the replacement of one grammatical unit by another.
g. Modulation entails a change in lexical elements, a shift in the point of view.
h. Compensation, when loss of meaning or sound effect or metaphor in one part of sentence is compensated in another part.
i. Cultural Equivalence.
j. Translation label, an approximate equivalent, sometimes proposed as a collocation in inverted commas.
k. Definition, recast as a descriptive noun phrase
l. Paraphrase, amplification or free rendering of the meaning of a sentence.

From Rachmadie’s book ‘Materi Pokok Translation’. The procedures can be in the form of:

a. Translation, this means rendering the sound of a source language to a target language form.

b. Transliteration, this is the process of rendering the letters of one alphabet into the letters of another with a different alphabetical system.

c. Borrowing, a procedure to adopt source language text when the target language has no equivalent for the source language. Example: ‘Handphone’ translated ‘Handphone’.

d. Literal, this is one to one structural and conceptual correspondence. It can included borrowing and word for word translation.
e. Transposition, this one of the most common procedures used in translation. It involves replacing a grammatical structure in the SL with one of a different type in the TL in order to achieve the same effect. For example; ‘Good morning’ transalted ‘Selamat pagi’.

f. Modulation, variation through a change of viewpoint, of respective and very often of category of though. For example; No smoking ‘translated’ dilarang merokok’.

g. Adaptation, this process is used when the other do not suffice. It involves modifying the concept or using a situation analogous to the SL situation thought not identical to it. An adaptation may at the same time entail modulation and transposition. For example; ‘First class’ translated ‘kelas satu’. The word ‘kelas’ adaptation from ‘class’.

B. Transposition

Transposition is termed by Catford as shift is a translation procedure involving a change in the grammar from source language to target language. Translation shift is termed by Vinay and Darbelnet called transposition involves replacing one word class with other without changing the meaning of the message. In translation there are two distinct types of transposition:

1. Obligatory transposition: Translation shift which occur because of the discrepancies in the lexical grammatical system between the SL and the TL; the compensatory device for the discrepancy is predictable from the text and its context.

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9 Ibid, p. 85
2. Optional Transposition: Translation shift which occur because of the translator’s discretion. In shifts like these, there are formal correspondences, but the translator in light of interpersonal meaning has selected something else\textsuperscript{10}.

A translator faces many problems to translate the SL text into TL text. The linguistic problem facing Indonesia translators divided into two parts namely intrinsic difference among the two languages, and special problem relating to the standardization process of Bahasa Indonesia currently as relative young and developing languages. When translation cannot be carried out closely to the linguistic form of the source text or textual equivalence is achieved in the text, then Catford calls ‘translation shift’. The concept of shifts is defined in terms of departures ‘from formal correspondence in the process of going from SL to the TL’. Catford divided two major types of shift are identified; ‘level shift’ and ‘category shift’\textsuperscript{11}.

1. A level shift Catford means a shift of level we mean that a SL item at one linguistic level has a TL translation equivalent at a different level. In English has a lexical unit in Indonesia as its translation equivalent. . The following examples show these shifts\textsuperscript{12}.

a. John has gone shopping.
   John sudah pergi berbelanja.

b. Nenekpun makan apel itu.
   Even grandmother ate that apple.

   In (1) we can see that in English ‘has’ combined with the third from of the verb ‘go’ indicates that the act of ‘going’ has started before the time of speaking and the effect of the action still continues at the time of speaking, as opposed. The form ‘has’ + Verb III’ in

\textsuperscript{10} Venuti, Lawrence, \textit{The Translation Studies Reader}, (London: Routledge, 2000), p. 88
\textsuperscript{11} Hatim, Basil, \textit{Teaching and Researching Translation}, (London: Longman 1974), p. 15
\textsuperscript{12} Rochayah Machali, \textit{Redefining Textual Equivalence in Translation}, (Jakarta: The Translation Center Faculty of Arts-the University of Indonesia, 1998), p.15
English, a unit in the grammar, is translated into Indonesian using the lexis ‘sudah’. In the same way, ‘pun’ in (2), a unit (morpheme) in the grammar of Indonesian, which is an emphatic particle, is translated into ‘even’, a lexical word in English.

2. Category shift is a generic term referring to shifts involving any of the four categories of class, structure, system and unit.

Newmark refers to the same concept as transposition. There are four shifts on transposition as Newmark statement\(^\text{13}\).

1. The first shift

It is an obligatory transposition and automatic, is caused by the grammatical structure of the target language. It offers the translator no choice and must make the equivalence in the TL text.

a. English/source language plural to Bahasa Indonesia/target language singular, such as: a pair of scissors – translated into Indonesia: sebuah gunting.

b. Adjective + Noun in English to Noun + Adjective in Bahasa Indonesia such as:

Beautiful woman translated into Indonesia wanita (yang) cantik.

2. The Second Shift

It is required, as source language grammatical structure is not in the target language text, for instance, and always options.

a. In Bahasa Indonesia, the object is in front of the sentence, but in English, it is the last.

For example: We must bring the bag – translated into Indonesia: Tas itu harus kita bawa.

b. In Bahasa Indonesia, the adjective is in front of the sentence, then followed by the subject, but it is not in English grammatical structure. For example: I’m afraid – translated into Indonesia: Takut Saya.

c. In Bahasa Indonesia, the verbal is in front of the sentence, but it is unusual in English, except the imperative sentence, for example: Its usage has been approved – translated into Indonesia: Telah disahkan penggunaannya.

3. The Third Shift

It is one where literal translation is grammatically possible but may not accord with natural usage in the target language text.

a. In English, noun or noun phrase becomes verbal in Bahasa Indonesia, for example:

…..to train intellectual men for the pursuits of an intellectual life – translated into Indonesia: …untuk melatih para intelektual untuk mengejar kehidupan intelektual.

Actually, the word “persuit” to translate in literal translation is “pengejaran”, but it is unnatural usage or formal into the TL, so it becomes “mengejar”.

b. In English, noun phrase with adjective from verb intransitive becomes noun + clause, for example: Thinking animal – translated into Indonesia: Makhluk yang berfikir, and Boring lecture – translated into Indonesia: Kuliah yang membosankan.

c. Adjective + noun in English becomes noun + noun in Indonesia.

Example: Medical Student (adjective + noun) translated into Indonesia: Mahasiswa Kedokteran (noun + noun).
d. In English, the clauses in underlies form in source language that state in detail and explicit in target language. For example: *The approval signed by the doctor is valid* – translated into Indonesia: *Persetujuan yang ditandatangani oleh dokter sah.*

4. The Fourth Shift

It is the replacement of a virtual lexical gap by a grammatical structure. For example: *He is very pleasant but his wife is arrogant* – translated into Indonesia: *ia sangat baik (sekali), tetapi istrinya sangat sombong.* The word *sekali* is the replacement of a virtual lexical gap in Bahasa Indonesia by a grammatical structure.

For example: *He is very pleasant but his wife is arrogant* – translated into Indonesia: *ia sangat baik (sekali), tetapi istrinya sangat sombong.* The word *sekali* is the replacement of a virtual lexical gap in Bahasa Indonesia by a grammatical structure.

**CHAPTER III**

**RESEARCH FINDINGS**

A. Data Description

In the data description, the writer finds the cases of translation shift between the source language and target language in translating sentence of *Hannah Banana.*

The Possible structural changes that may occur in translation shift can be observed in the following data description:

1. SL Text : *In the deepest jungle of Africa, there lived family of monkeys. There was a Mama Monkey, and a Papa Monkey, and they had a young daughter named Hannah.* (Page : 13)

2. SL Text : One Morning, Mama Monkey said to Hannah, “Tomorrow is your Papa’s birthday. I want to surprise him with his favorite, Banana Rama Lama, Tootie Fruit Cake. I need you to gather all the special ingredients”. (Page : 15)


4. SL Text : Mama was responsible for the sewing and cooking of the family’s meals. Hannah helped with the cleaning, but her main chore was to collect all the bananas. And other fruit for the monkey family’s meals. (Page : 14)

TL Text : Mama bertanggung jawab untuk menjahit dan memasak makanan untuk keluarga. Hannah membantu mencuci, tetapi tugas utamanya adalah mengumpulkan semua pisang dan buah-buahan lain untuk makan keluarga monyet itu. (Page : 14)

5. SL Text : She was so happy that she could barely sit still. Mama pulled a small piece of paper out of her apron. It was a list of ingredients for the cake. (Page : 16)

TL Text : Dia begitu bahagia sehingga dia hampir tidak dapat duduk tenang. Mama menarik selembar kertas kecil dari rok kerjanya. Lalu mama menulis bahan-bahan untuk membuat kue itu (Page : 16)

5. SL Text : But Hannah, being a very smart, very crafty little monkey, saw a way she could get some Tiki Grass from the bottom of the hippos’ lake. (Page : 24)

TL Text : Tetapi Hannah, yang memang seekor monyet yang sangat pintar dan sangat cekatan, menemukan cara bagaimana dia bisa memperoleh rumput tiki dari dasar danau kuda nil itu. (Page : 24)
6. **SL Text:** Wrapped around the tree was *a huge snake* named ‘Seth’. He was munching, on the Wala-Wala Berries as Hannah came near. Hannah grabbed a branch and started to pick a few berries. She pulled and pulled, but the berries would not come off the branch. “Stop, says I,” whispered the snake. (Page : 18)


7. **SL Text:** “Please, Sir,” pleaded Hannah, “I need three *Wala-Wala Berries* for my mother’s cake”. (Page : 19)

**TL Text:** “Tolonglah, tuan”, pinta Hannah, “aku membutuhkan tiga *beri Wala-Wala* untuk kue ibuku.” (Page : 19)

8. **SL Text:** The hippo squinted at Hannah and started to laugh. “Ha! How can *a little monkey* help a *big strong hippo*? Ha, ha!” The hippo continued to laugh with his mouth wide open. The other hippos laughed with him. (Page : 25)

**TL Text:** Kuda nil itu memandang Hannah dan mulai tertawa. “Ha! Bagaimana mungkin *seeokor monyet kecil* membantu *seeokor kuda nil besar yang kuat*? Ha, ha!” Kuda nil itu terus tertawa dengan mulutnya menganga lebar. Kuda nil lainnya turut tertawa bersamanya. (Page : 25)
9. SL Text : “BUZZZ.....bring back our Bona Cane. BUZZZZ! Little monkey, how dare you steal our sacred crop? BUZZZZ!” Hannah came out from her hiding place. (Page : 33)

TL Text : “BUZZZ....kembalikan Tebu Bona kami. BUZZZZ! Hai monyet kecil, berani-beraninya kamu mencuri ladang kami yang suci ini?BUZZZ!” Hannah keluar dari tempat persembunyiannya. (Page : 33)

10. SL Text : “Please, sir,” she cried ,”I need just a small amount of your special sugar for my father’s birthday cake.” (Page : 33)


11. SL Text : She climbed down and tiptoed around her sleeping Father. Mother was waiting up for little Hannah Banana. (Page : 36)

TL Text : Dia memanjat turun dan berjingkat-jingkat mengitari papanya yang sedang tidur. Mama sedang menunggu si kecil Hannah Banana. (Page : 36)

12. SL Text : Hannah Banana yawned, a little monkey yawn, closed her eyes, and fell fast asleep. (Page : 38)

TL Text : Hannah Banana menguap, monyet kecil itu menguap, menutup matanya, lalu tertidur cepat. (Page : 38)

B. Data Analysis

In the data analysis, the writer gets the source language text from Hannah Banana novel short story by Ribut Wahyudi. Then, the writer analyzes the process of translation sflht both of them, namely:

1. SL Text : In the deepest jungle of Africa, there lived family of monkeys. There was a Mama Monkey, and a Papa Monkey, and they had a young daughter named Hannah. (Page : 13)
Di Kedalaman hutan Afrika, hiduplah sebuah keluarga monyet. Ada Mama Monyet, dan Papa Monyet, dan mereka mempunyai seorang anak perempuan yang masih kecil bernama Hannah. (Page : 13)

The word *In the deepest jungle* above, here there is translation shift that a change happens from adjective - noun in English into noun – noun in Bahasa Indonesia. *In the deepest jungle* translated *di kedalaman hutan*. So that, the translation above is categorized as types of the third shift.

2. SL Text : One Morning, Mama Monkey said to Hannah, “Tomorrow is your Papa’s birthday. I want to surprise him with his favorite, Banana Rama Lama, Tootie Fruit Cake. I need you to gather all the special ingredients. (Page : 15)

TL Text : Pada suatu pagi, Mama Monyet berkata kepada Hannah, “Besok adalah hari ulang tahun papamu, aku ingin memberi kejutan kepadanya dengan makanan kesukaannya, pisang rama lama, kue buah-buahan. Aku ingin kamu mengumpulkan semua bahan utamanya”.
(Page : 15)

The word *special ingredients* above, here there is translation shift that a change happens from adjective - noun in English into noun - adjective in Bahasa Indonesia. *Special ingredients* translated *bahan utamanya*. So that, the translation above is categorized as types of the first shift.

3. SL Text : Mama was responsible for the sewing and cooking of he family’s meals. Hannah helped with the cleaning, but her main chore was to collect all the bananas. And other fruit for the monkey family’s meals. (Page : 14)

TL Text : Mama bertanggung jawab untuk menjahit dan memasak *makanan untuk keluarga*. Hannah membantu mencuci, tetapi tugas utamanya adalah mengumpulkan semua pisang dan buah-buahan lain untuk makan keluarga monyet itu. (Page : 14)
The word *family’s meals* above, here there is translation shift that a change happens from plural to singular. *Family’s meals* translated *makanan untuk keluarga*. So that, the translation above is categorized as types of the first shift.

4. SL Text: She was so happy that she could barely sit still. Mama pulled *a small piece of paper* out of her apron. It was a list of ingredients for the cake. (Page : 16)

   TL Text: Dia begitu bahagia sehingga dia hampir tidak dapat duduk tenang. Mama menarik *selembar kertas kecil* dari rok kerjanya. Lalu mama menulis bahan-bahan untuk membuat kue itu (Page : 16)

   The word *a small piece of paper* above, here there is translation shift that a change happens from adjective - noun in English into noun - adjective in Bahasa Indonesia. *A small piece of paper* translated *selembar kertas kecil*. So that, the translation above is categorized as types of the first shift.

5. SL Text: But Hannah, being *a very smart*, very crafty little monkey, saw a way she could get some Tiki Grass from the bottom of the hippos’ lake. (Page : 24)

   TL Text: Tetapi Hannah, yang memang seekor monyet *yang sangat pintar* dan sangat cekatan, menemukan cara bagaimana dia bisa memperoleh rumput tiki dari dasar danau kuda nil itu. (Page : 24)

   The word *a very smart* above, here there is translation shift that a change happens from adjective - noun in English into noun - adjective in Bahasa Indonesia. *A very smart* translated *yang sangat pintar*. So that, the translation above is categorized as types of the first shift.
6. SL Text: Wrapped around the tree was a huge snake named ‘Seth’. He was munching, on the Wala-Wala Berries as Hannah came near. Hannah grabbed a branch and started to pick a few berries. She pulled and pulled, but the berries would not come off the branch. “Stop, says I,” whispered the snake. (Page : 18)


The word a huge snake above, a change of word category occurs from adjective - noun in English into noun - adjective in Bahasa Indonesia. A huge snake translated seekor ular besar. So that, the translation above is categorized as types of the first shift.


The word wala-wala berries above, here there is translation shift that a change happens plural into singular. Wala-wala Berries translated beri wala-wala. So that, the translation above is categorized as types of the first shift.

8. SL Text: The hippo squinted at Hannah and started to laugh. “Ha! How can a little monkey help a big strong hippo? Ha, ha!” The hippo continued to laugh with his mouth wide open. The other hippos laughed with him. (Page : 25)

TL Text: Kuda nil itu memandang Hannah dan mulai tertawa. “Ha! Bagaimana mungkin seekor monyet kecil membantu seekor kuda nil besar yang kuat? Ha, ha!” Kuda nil itu terus tertawa dengan mulutnya menganga
The word *a little monkey* above, here there is translation shift that a change happens from adjective - noun in English into noun - adjective in Bahasa Indonesia. *A little monkey* translated *seekor monyet kecil*. The word *a big strong hippo* a change of word category occurs from adjective - noun in English into noun - adjective in Bahasa Indonesia. *A big strong hippo* translated *seekor kuda nil besar yang kuat*. So that, the translation above is categorized as types of the first shift.

9. **SL Text**: “BUZZZ.....bring back our Bona Cane. BUZZZ! Little monkey, how dare you steal our sacred crop? BUZZZ!” Hannah came out from her hiding place. (Page : 33)

**TL Text**: “BUZZZ....kembali Tebu Bona kami. BUZZZ! Hai monyet kecil, berani-beraninya kamu mencuri ladang kami yang suci ini?BUZZZ!” Hannah keluar dari tempat persembunyiannya. (Page : 33)

The word *little monkey* above, here there is translation shift that a change happens from adjective - noun in English into noun - adjective in Bahasa Indonesia. *Little monkey* translated *monyet kecil*. So that, the translation above is categorized as types of the first shift.

10. **SL Text**: “Please, sir,” she cried ,”I need just a small amount of your special sugar for my fahter’s birthday cake.” (Page : 33)

**TL Text**: “Tolonglah tuan,” tangis Hannah, “aku hanya membutuhkan sedikit gulamu yang special ini untuk ulang tahun ayahku.” (Page : 33)
The word *a small amount of your special sugar* above, here there is translation shift a change happens from adjective - noun in English into adjective – noun in Bahasa Indonesia. *A small amount of your special sugar* translated *sedikit gula mu*. Here, the text language in English states in detail and also sentences reflectively in Bahasa Indonesia. They also have the same structural system. So that, the translation above is categorized as types of the third shift.

11. **SL Text:** She climbed down and tiptoed around her sleeping Father. Mother was waiting up for little Hannah Banana. (Page : 36)

   **TL Text:** Dia memanjat turun dan berjingkat-jingkat mengitari papanya yang sedang tidur. Mama sedang menunggu *si kecil Hannah Banana*. (Page : 36)

   The word *little Hannah Banana* above, here there is translation shift a change happens from adjective - noun in English into adjective – noun in Bahasa Indonesia. *Little Hannah Banana* translated *si kecil Hannah Banana*. So that, the translation above is categorized as types of class shifts, or the third shift.

12. **SL Text:** Hannah Banana yawned, a little monkey yawn, closed *her eyes*, and fell fast asleep. (Page : 38)

   **TL Text:** Hannah Banana menguap, *monyet kecil itu menguap*, menutup *matanya*, lalu tertidur cepat. (Page : 38)

   The word *a little monkey yawn* above, here there is translation shift that a change happens from adjective – noun in English into noun – adjective in Bahasa Indonesia. *A little monkey yawn* translated *monyet kecil itu menguap*. The word *her eyes* a change of word
A. Conclusion

Every language has a rule. English and Indonesian are two different languages that have different rules. Of course, the rule at one particular language will not have an effect to the other language certainly, for example, Indonesian which does not have the tense form.

Translation always departs from understanding of meaning word, later was continued by the accommodation to the context. The translator may do some modifications to get an accurate meaning and similar expression in the target language, or it is found the similarities between understanding information of the source language and target language. Thus, it is not wrong if the translation-shift is extremely required. For example, the translator could give an equivalent for word with another word class because there is no suitable word class in the target language.

The shift in translation actually can be concluded into three parts, named a translation-ift in the first shift, third shift and fourth shift. The translation shift that consists of in the first shift, third shift and fourth shift is related to the words or the word class shift they have been discussed in this analysis.

B. Suggestion

Based on the conclusion above, the writer has some suggestions as follows:
1. To get a good translation, a translator must consider the translation especially the translation shift.

2. To be a good translator, she must concentrate and painstaking effort, always trying to extend her knowledge and improve her means of expression; pursuing facts and words.

3. The translators require the depth knowledge of the grammar, semantics, syntax, idioms, and the like of the source language, as well as the culture of its speakers, and must have in depth knowledge of target language.
A. Background of Study

Translation is more than just transferring a text in the source language (SL) into an equivalent text in the target language (TL). Translation is not only translating each words or phrases from source language into the target language, but it is looking for the equivalent of meaning or message in the source language to be transferred into the target language. In many cases, the process is not simple, but it usually goes back and forth, so that finally the translators can get the most equivalent translation of the original text.

It is understandable that language is a set of system. Both English and Indonesian have structural system. English and Indonesian are two differences languages. Therefore, it is important to point out that there are similarities as well as differences between English and Indonesian structure. When there are similarities exist, translation would be easy. However, when differences occur translation could be difficult. So, when there is different grammatical pattern, usually translating Indonesian into English is more difficult than from English into Indonesia. Therefore, the translators must consider some grammatical and lexical equivalent.

The translation is not writing the translator’s own mind. No matter how good it is and it is not only adopting, but understanding imitating as re-
expressing mandate of work by ignoring the detail without defending on the
style of large into other language.

Many people think that translation is the process of transferring a text
in the source language into an equivalent text in the target language. When
they are doing translation, they regard that every word has the same value that
should be translated perfectly. Where as, translation is the process of
transforming message by reconstructing sentence.

In the translation activity, a translator tries to find the equivalent of
source language text to target language text. The equivalent is the correspond
content of the messages of SL text to TL text. It is the first step that a
translator finds in translation. So, formal correspondence is the equivalence of
structures both the source language text and the target language text that
denied (equivalent over formal correspondence)\(^1\).

The reason why the readers do mistake or misunderstand about the
translation lies on two things. Firstly, the translator has not known at all about
the source language yet. Secondly, the translator has not known to interpret
the source language into target language. The translator should have another
knowledge that will help her to make translation, such as the culture of the
source language and target language.

Based on the shifting of structure concept, there is a basic technique to
solve the problem in shifting of the translation, that is *Translation shift*, the

\(^{1}\) Eugene A. Nida and Taber A. Charles, *Theory and Practice of Translation*, (Den
replacement of one grammatical unit by another. For example: A pair of trousers translated into sebuah celana. Here there is transposition that a change happens from plural noun into singular noun. Transposition is the only translation procedure concerned with grammatical. In translating text from source language into target language, transposition is main process in the translation that should be taken into account by translator.

Based on the explanation above, the writer tries to analyze the translation shift in the Hannah Banana translation from English into Indonesia. In translating the words, phrases, or sentences of source language text, the mistakes usually occur because the vocabularies in English are different from Indonesia; the culture, and custom are also different.

B. Focus of the Study

In this paper, the writer discusses the Translation shift in the Hannah Banana by Ribut Wahyudi.

The analysis is focused only on the translation shift, such as replacing word class with another word class, and comparing the structural systems, from English into Indonesia in the Hannah Banana.

C. Research Question

According to the explanation above, the research questions that will be discussed deeply by the writer are:

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1. What kinds of translation shifts are found in the *Hannah Banana* from English into Indonesia?

2. How are the translation shifts applied in *the Hannah Banana* from English into Indonesia?

**D. Significance of the Study**

The writer hopes the result of this research will assist the translator who wants to translate using translation procedure, such as translation shift.

**E. Research Methodology**

1. **Objective of the Research**

   Related to the research questions above, the writer intends to analyze the translation shift from English into Indonesia in *Hannah Banana* using the translation shifts procedures.

2. **Method of the Research**

   In this research, the writer uses qualitative descriptive method. The writer reads the novel and then analyzes and identifies translation shift forms which appear in Hannah Banana.

3. **Technique of Data Analysis**

   The obtained data in this research will be analyzed through descriptive analysis technique based on the theory which is proposed by Newmark.
4. Instrument of the Research

The instrument of the research is the writer herself through reading, identifying and classifying the text. She also observes and signs the possibility of the translation shift in Hannah Banana using the translation shift procedure.

5. Unit of Analysis

The unit analysis of the research is “Hannah Banana” Novel, by Ribut Wahyudi, Published in the 2003.
CHAPTER II
THEORETICAL FRAMEWORK

A. Definition of Translation

The translators must find out and understand the definitions of the translation. There are some definitions of translation taken from many sources that all give the theorist of it among others is as Newmark statement:

“Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in other language.”\(^3\) Another definition as Bell, T.R: “Translation is the expression in another language (target language) of what has been expressed in another (source language) preserving semantic and stylistic equivalences.\(^4\)

And “Translation consists in reproducing in the target language the closest natural equivalent of the SL message, firstly in terms of meaning and secondly in terms of style.\(^5\) According to Catford: “Translation is the replacement of textual material in one language by equivalent textual material in another language”.\(^6\)

Based on those definitions above that there are three cases in translation: (1). It includes two languages: the SL (source language) and TL

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(target language). (2). To defend the content of message of SL text to TL text.

And (3). A translator tries to find equivalent of SL text to TL text.

According to Newmark that the translation theorist is concerned with every type of translation procedure. The procedures can be in the form of:

a. Transcription, which may or may not be required for SL institutional or cultural words to provide authenticity or local colour respectively
b. One to one translation,
c. Through translation
d. Lexical synonymy, translation by a close TL equivalent.
e. Componential analysis, some form of componential analysis should always be preferred to synonymy as provisional translation procedure.
f. Transposition, the replacement of one grammatical unit by another.
g. Modulation entails a change in lexical elements, a shift in the point of view.
h. Compensation, when loss of meaning or sound effect or metaphor in one part of sentence is compensated in another part.
i. Cultural Equivalence.
j. Translation label, an approximate equivalent, sometimes proposed as a collocation in inverted commas.
k. Definition, recast as a descriptive noun phrase
l. Paraphrase, amplification or free rendering of the meaning of a sentence.7

From Rachmadie’s book ‘Materi Pokok Translation’. The procedures can be in the form of:
a. Translation, this means rendering the sound of a source language to a target language form.
b. Transliteration, this is the process of rendering the letters of one alphabet into the letters of another with a different alphabetical system.
c. Borrowing, a procedure to adopt source language text when the target language has no equivalent for the source language. Example: ‘Handphone’ translated ‘Handphone’.
d. Literal, this is one to one structural and conceptual correspondence. It can included borrowing and word for word translation.
e. Transposition, this one of the most common procedures used in translation. It involves replacing a grammatical structure in the SL with one of a different type in the TL in order to achieve the same effect. For example; ‘Good morning’ translated ‘Selamat pagi’.

7 Ibid, p. 30
f. Modulation, variation through a change of viewpoint, of respective and
very often of category of though. For example; No smoking ‘translated’
dilarang merokok’.
g. Adaptation, this process is used when the other do not suffice. It involves
modifying the concept or using a situation analogous to the SL situation
thought not identical to it. An adaptation may at the same time entail
modulation and transposition. For example; ‘First class’ translated ‘kelas
satu’. The word ‘kelas’ adaptation from ‘class’.

In translating from one language into another language, transposition and
modulation are two main common procedures that should be taken into account
by the translator. Normally the translator should always study the text as a whole
he begins to translate.

B. Transposition

Transposition is termed by Catford as shift is a translation procedure
involving a change in the grammar from source language to target language.
In the context of translating English into Indonesia, this change occurs as the
result of dissimilarities of the system and structure of English and Indonesia to
convey the same meaning. The application of transposition is aimed to avoid
literal translation which only result in an unnatural translation.

Translation shift is termed by Vinay and Darbelnet called transposition
involves replacing one word class with other without changing the meaning of
the message. In translation there are two distinct types of transposition:

1. Obligatory transposition: Translation shift which occur because of the
discrepancies in the lexicogrammatical system between the SL and the TL;
the compensatory device for the discrepancy is predictable from the text
and its context.

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8 Zuchridin Suryawinata, and Sugeng Haryanto, Translation: Bahasa Teori &
Penuntun Praktis Menerjemahkan. (Yogyakarta: Kanisius, 2003), p. 75
9 Ibid, p. 85
2. Optional Transposition: Translation shift which occur because of the translator’s discretion. In shifts like these, there are formal correspondences, but the translator in light of interpersonal meaning has selected something else.

A translator faces many problems to translate the SL text into TL text. The linguistic problem facing Indonesia translators divided into two parts namely intrinsic difference among the two languages, and special problem relating to the standardization process of Bahasa Indonesia currently as relative young and developing languages.

When translation cannot be carried out closely to the linguistic form of the source text or textual equivalence is achieved in the text, then Catford calls ‘translation shift’. The concept of shifts is defined in terms of departures ‘from formal correspondence in the process of going from SL to the TL’. Catford divided two major types of shift are identified; ‘level shift ‘and ‘category shift’.

1. Level shifts Catford means a shift of level we mean that a SL item at one linguistic level has a TL translation equivalent at a different level. In English has a lexical unit in Indonesia as its translation equivalent. The following examples show these shifts.

   a. John has gone shopping.
      John sudah pergi berbelanja.

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12 Rochayah Machali, Redefining Textual Equivalence in Translation, (Jakarta: The Translation Center Faculty of Arts-the University of Indonesia, 1998), p.15
b. Nenek pun makan apel itu.

*Even* grandmother ate that apple.

In (1) we can see that in English ‘has’ combined with the third from of the verb ‘go’ indicates that the act of ‘going’ has started before the time of speaking and the effect of the action still continues at the time of speaking, as opposed. The form ‘has’ + Verb III’ in English, a unit in the grammar, is translated into Indonesian using the lexis ‘sudah’. In the same way, ‘pun’ in (2), a unit (morpheme) in the grammar of Indonesian, which is an emphatic particle, is translated into ‘even’, a lexical word in English.

2. Category shift is a generic term referring to shifts involving any of the four categories of class, structure, system and unit. In category shifts may involve into four categories. There are:

a. Class shift is source language item is translated by means of a TL item belonging to a different grammatical class. For example:

a.1. Medical Student.

\[
\text{Adj} \quad \text{n}
\]

a.2. Mahasiswa Kedokteran.

\[
\text{N} \quad \text{n}
\]

b. Structure shift is involving a change in grammatical structure between SL and target text. For example:

b.1. The blue scarf is expensive.

\[
\text{Adj} \quad \text{n}
\]

b.2. Syal yang baru itu mahal

\[
\text{N} \quad \text{which} + \text{modifier}
\]
c. Unit shift is a where strict rank for rank correspondence between SL and TL sentences, clauses, groups, words, and morphemes is not observed. For example:

c.1. Thinking person
   Adj n

c.2. Manusia yang berfikir
   N modifier (a clauses)

d. Intra system shift is which occurs when translation involves selection of a non-corresponding term in TL system this is regardless of whether the SL and TL proses systems which approximately correspond formally. For example:

d.1. A pair of trousers.
   N (+ Plural)

d.2. Sebuah celana
   N (+ Singular)

Newmark refers to the same concept as transposition. There are four shifts on transposition as Newmark statement.

1. The first shift

   It is an obligatory transposition and automatic, is caused by the grammatical structure of the target language. It offers the translator no choice and must make the equivalence in the TL text as below:

   a. English/source language plural to Bahasa Indonesia/target language singular, such as: a pair of scissors – translated into Indonesia: sebuah gunting.

13 Ibid, p. 15
b. Adjective + Noun in English to Noun + Adjective in Bahasa Indonesia such as: Beautiful woman translated into Indonesia wanita (yang) cantik.

2. The Second Shift

It is required, as source language grammatical structure is not in the target language text, for instance, always options, and they are:

a. In Bahasa Indonesia, the object is in front of the sentence, but in English, it is the last. For example: We must bring the bag – translated into Indonesia: Tas itu harus kita bawa.

b. In Bahasa Indonesia, the adjective is in front of the sentence, then followed by the subject, but it is not in English grammatical structure. For example: I’m afraid – translated into Indonesia: Takut Saya.

c. In Bahasa Indonesia, the verbal is in front of the sentence, but it is unusual in English, except the imperative sentence, for example: Its usage has been approved – translated into Indonesia: Telah disahkan penggunaannya.

3. The Third Shift

It is one where literal translation is grammatically possible but may not accord with natural usage in the target language text, such as:

a. In English, noun or noun phrase becomes verbal in Bahasa Indonesia, for example: ....to train intellectual men for the pursuits of an intellectual life – translated into Indonesia: ...untuk melatih para intelektual untuk mengejar kehidupan intelektual. Actually, the word
“persuit” to translate in literal translation is “pengejaran”, but it is unnatural usage or formal into the TL, so it becomes “mengejar”.

b. In English, noun phrase with adjective from verb intransitive becomes noun + clause, for example: *Thinking animal* – translated into Indonesia: *Makhluk yang berfikir*, and *Boring lecture* – translated into Indonesia: *Kuliah yang membosankan*.

c. Adjective + noun in English becomes noun + noun in Indonesia.

Example: *Medical Student* (adjective + noun) translated into Indonesia: *Mahasiswa Kedokteran* (noun + noun).

d. In English, the clauses in underlies form in source language that state in detail and explicit in target language. For example: *The approval signed by the doctor is valid* – translated into Indonesia: *Persetujuan yang ditandatangani oleh dokter sah*.

4. The Fourth Shift

   It is the replacement of a virtual lexical gap by a grammatical structure. For example: *He is very pleasant but his wife is arrogant* – translated into Indonesia: *ia sangat baik (sekali), tetapi istrinya sangat sombong*. The word *sekali* is the replacement of a virtual lexical gap in Bahasa Indonesia by a grammatical structure.

   In doing a translation, the translators have to pay attention to the linguistic functions. According to Buchler and Jakobson, Newmark divided the linguistic functions of texts into six kinds, they are\(^\text{15}\)

a. The expressive function is the mind of the speaker, the writer, the originator of the utterance. He uses the utterance to express his feelings irrespective of any response.

b. The informative function is external situation, the facts of a topic, reality outside language, including reported ideas or theories.

c. The vocative function language is the readership, the addressee. The vocative in the sense of calling upon the readership to act, think or feel, or react in the way intended by the text.

d. The aesthetic function of language is designed to please the sense, firstly through its actual or imagined sound, and secondly through its metaphors.

e. The phatic function of language is used for maintaining friendly contact with the addressee rather than for imparting foreign information.

f. The metalingual function of language indicates a language’s ability to explain, name, and criticize its own features.

A translator faces many problems to translate the SL text into the TL text. The linguistic problem facing Indonesia translators divided into two parts namely intrinsic difference among the two languages, and special problem relating to the standardization process of Bahasa Indonesia currently as relative young and developing languages.

The difficulties of syntax faced by translator, for example pronouns *he* and *she*, the reader of TL text (Indonesia people) do not knew the
person involved except to substitute the personal pronoun and possessive
pronoun with the names. It means that in order to obtain clarity of
translation personal pronoun and possessive pronoun, the translator of
Bahasa Indonesia cannot directly change the personal pronoun and
possessive pronoun into their equals *dia* or *ia* and – *nya*. Except in each
paragraph there is only a personal pronoun and possessive pronoun
reference.

The translator finds the difficulties arises in producing the plural
forms in Bahasa Indonesia. If there are plural nouns of non – living such
as *some*, *many*, or *ten*, are not proceeded with the quantity. Those plural
forms expressed by reduplicate its single form. So, the use single nominal
in expressing Bahasa Indonesia plural nouns that can be justified as the
idea concerning plural form can be concluded from the context.

Besides, a translator will find the difficulty in syntax. It is the
transformation of verb that based on the usage of time that following the
subject in English and also followed by the time utility. In Bahasa
Indonesia, there is no the verb change based on the time utility. Providing
the time remarks in Bahasa Indonesia shows the time. For example:

1. She goes to the office *everyday* (habitual)
   Dia pergi ke kantor *setiap hari*

2. He is reading the magazine now (in progress)
   Dia sedang membaca majalah *sekarang*

3. He went to movie last night (past time)
   Dia pergi nonton *semalam*
And the difficulty of lexical shift, caused by the Indonesia translator’s default frequently shifts the words, phrase, idiomatic expression, figurative expression and proverbs stand proverbs stand independently without the context.\textsuperscript{16}

\textsuperscript{16} Ibid, p. 39-44
A. Data Description

In the data description, the writer finds the cases of translation shift between the source language and target language in translating sentence of Hannah Banana.

The possible structural changes that may occur in translation shift can be observed in the following data description:

1. SL Text:  *In the deepest jungle* of Africa, there lived family of monkeys. There was a Mama Monkey, and a Papa Monkey, and they had a young daughter named Hannah. (Page: 13)


2. SL Text:  One Morning, Mama Monkey said to Hannah, “Tomorrow is your Papa’s birthday. I want to surprise him with his favorite, Banana Rama Lama, Tootie Fruit Cake. I need you to gather all the *special ingredients*.“ (Page: 15)

   TL Text:  Pada suatu pagi, Mama Monyet berkata kepada Hannah, “Besok adalah hari ulang tahun papamu, aku ingin memberi kejutan kepadanya dengan makanan kesukaannya, pisang rama lama, kue buah-buahan. Aku ingin kamu mengumpulkan semua *bahan utamanya*”. (Page: 15)
3. SL Text: Mama was responsible for the sewing and cooking of the family’s meals. Hannah helped with the cleaning, but her main chore was to collect all the bananas. And other fruit for the monkey family’s meals. (Page : 14)

TL Text: Mama bertanggung jawab untuk menjahit dan memasak makanan untuk keluarga. Hannah membantu mencuci, tetapi tugas utamanya adalah mengumpulkan semua pisang dan buah-buahan lain untuk makan keluarga monyet itu. (Page : 14)

4. SL Text: She was so happy that she could barely sit still. Mamapulled a small piece of paper out of her apron. It was a list of ingredients for the cake. (Page : 16)

TL Text: Dia begitu bahagia sehingga dia hampir tidak dapat duduk tenang. Mama menarik selembar kertas kecil dari rok kerjanya. Lalu mama menulis bahan-bahan untuk membuat kue itu (Page : 16)

5. SL Text: But Hannah, being a very smart, very crafty little monkey, saw a way she could get some Tiki Grass from the bottom of the hippos’ lake. (Page : 24)

TL Text: Tetapi Hannah, yang memang seekor monyet yang sangat pintar dan sangat cekatan, menemukan cara bagaimana dia bisa memperoleh rumput tiki dari dasar danau kuda nil itu. (Page : 24)

6. SL Text: Wrapped around the tree was a huge snake named ‘Seth’. He was munching, on the Wala-Wala Berries as Hannah came near. Hannah grabbed a branch and started to pick a few berries. She pulled and pulled, but the berries would not come off the branch. “Stop, says I,” whispered the snake. (Page : 18)


8. SL Text: The hippo squinted at Hannah and started to laugh. “Ha! How can a little monkey help a big strong hippo? Ha, ha!” The hippo continued to laugh with his mouth wide open. The other hippos laughed with him. (Page : 25)


9. SL Text: “BUZZZ.....bring back our Bona Cane. BUZZZ! Little monkey, how dare you steal our sacred crop? BUZZZ!” Hannah came out from her hiding place. (Page : 33)

TL Text: “BUZZZ....kembalikan Tebu Bona kami. BUZZZ! Hai monyet kecil, beraninya kamu mencuri ladang kami yang suci ini?BUZZZ!” Hannah keluar dari tempat persembunyianannya. (Page : 33)

10. SL Text: “Please, sir,” she cried ,”I need just a small amount of your special sugar for my fahter’s birthday cake.” (Page : 33)


11. SL Text: She climbed down and tiptoed around her sleeping Father. Mother was waiting up for little Hannah Banana. (Page : 36)

TL Text: Dia memanjat turun dan berjingkat-jingkat mengitari papanya yang sedang tidur. Mama sedang menunggu si kecil Hannah Banana. (Page : 36)
12. SL Text: Hannah Banana yawned, a little monkey yawn, closed her eyes, and fell fast asleep. (Page : 38)

TL Text: Hannah Banana menguap, monyet kecil itu menguap, menutup matanya, lalu tertidur cepat. (Page : 38)

13. SL Text: The monkey family enjoyed the birthday thanks to Hannah Banana. They lived happy monkey lives in the deepest jungle of Africa. (Page : 39)


14. SL Text: Suddenly, the bees’ buzzing was drowned out by a great chirping and flapping of wings as every bird in the jungle rose over the Mountain to help little Hannah. They were led by the friendly parrot who had helped Hannah up the mountain. Five small birds flew down and picked up Hannah. The other birds attacked the army of giant bees, and the red parrot snuck into the sugar cane thicket and snatched up Hannah’s purple pouch. The birds carried Hannah high above the jungle. (Page : 34)


15. SL Text: Hannah Banana swung through the trees from vine to vine. She was a very quick little monkey, and she gained speed as she climbed. (Page : 14)

TL Text: Hannah Banana atau Hannah si pencari pisang berayun-berayun di antara pohon-pohon dari satu tumbuhan rambatan ke tumbuhan lainnya. Dia adalah seekor monyet kecil yang sangat gesit, dan dia juga cepat saat
memanjat. (Page : 14)

16. SL Text: Seth started to sing and Hannah repeated …..*Sweet Wala-Wala Berry tree....Sweet Wala-Wala Berry tree....Won’t you share a song with me?* (Page : 19)

TL Text: Seth mulai bernyanyi dan Hannah menirukannya....*Pohon Beri Wala-Wala yang manis....Pohon Beri Wala-Wala yang manis..... Maukah kamu bernyanyi duganku?* (Page : 19)

17. SL Text: *The huge hippo* roared in pain, but once the sting was gone he had no more pain it all. (Page : 25)

TL Text: *Kuda nil besar* itu mengerang kesakitan, tetapi ketika sengatan itu hilang dia tidak lagi merasa sakit. (Page : 25)

18. SL Text: The third and fourth ingredients were easy for Hannah to find. She grabbed twelve bananas and plucked fifteen flower petals from some *Papola Plants.* (Page : 27)

TL Text: Bahan ketiga dan keempat mudah ditemukan Hannah. Dia mengambil dua belas sisir pisang dan memetik lima belas daun bunga dari *tumbuhan papola.* (Page : 27)

19. SL Text: The chief Bee scowled at little Hannah Banana. This time, the monkey’s polite manners would not be enough to convince the giant bee clan. So she started to think about a crafty way to get out of her *bad situation.* (Page : 33)


20. SL Text: Every bird in the jungle rose over the mountain to help little Hannah. *Five small birds* flew down and picked up Hannah. (Page : 34)

21. SL Text: The monkey family canopy and the small birds dropped Hannah onto a branch above her home. (Page : 35)

TL Text: Keluarga monyet itu dan burung-burung kecil menjatuhkan Hannah di atas sebuah dahan di atas rumahnya. (Page : 35)

22. SL Text: But her mother pulled from behind her back Hannah’s empty pouch. A tired bird by the oven, helping to bake the cake. (Page : 37)

TL Text: Tetapi mamanya mengambil kantong kosong Hannah dari balik punggungnya. Seekor burung yang kelelahan sedang duduk di dekat kompor, membantu membakar kue. (Page : 37)

B. Data Analysis

In the data analysis, the writer gets the source language text from Hannah Banana novel short story by Ribut Wahyudi. Then, the writer analyzes the process of translation shift both of them, namely:

1. SL Text: In the deepest jungle of Africa, there lived family of monkeys. There was a Mama Monkey, and a Papa Monkey, and they had a young daughter named Hannah. (Page : 13)


The word In the deepest jungle above, here there is translation shift that a change happens from adjective - noun in English into noun – noun in Bahasa Indonesia. In the deepest jungle translated di kedalaman hutan. So that, the translation above is categorized as types of the third shift.

2. SL Text: One Morning, Mama Monkey said to Hannah, “Tomorrow is your Papa’s birthday. I want to surprise him with his favorite, Banana Rama Lama,
Tootie Fruit Cake. I need you to gather all the *special ingredients*. (Page : 15)

Pada suatu pagi, Mama Monyet berkata kepada Hannah,


The word *special ingredients* above, here there is translation shift that a change happens from adjective - noun in English into noun - adjective in Bahasa Indonesia. *Special ingredients* translated *bahan utamanya*. So that, the translation above is categorized as types of the first shift.

3. SL Text : Mama was responsible for the sewing and cooking of her family’s meals. Hannah helped with the cleaning, but her main chore was to collect all the bananas. And other fruit for the monkey family’s meals. (Page : 14)

TL Text : Mama bertanggung jawab untuk menjahit dan memasak makanan untuk keluarga. Hannah membantu mencuci, tetapi tugas utamanya adalah mengumpulkan semua pisang dan buah-buahan lain untuk makan keluarga monyet itu. (Page : 14)

The word *family’s meals* above, here there is translation shift that a change happens from plural to singular. *Family’s meals* translated *makanan untuk keluarga*. So that, the translation above is categorized as types of the first shift.

4. SL Text : She was so happy that she could barely sit still. Mama pulled a *small piece of paper* out of her apron. It was a list of ingredients for the cake. (Page : 16)

TL Text : Dia begitu bahagia sehingga dia hampir tidak dapat
TL Text: duduk tenang. Mama menarik selembar kertas kecil dari rok kerjanya. Lalu mama menulis bahan-bahan untuk membuat kue itu (Page : 16)

The word a small piece of paper above, here there is translation shift that a change happens from adjective - noun in English into noun - adjective in Bahasa Indonesia. A small piece of paper translated selembar kertas kecil. So that, the translation above is categorized as types of the first shift.

5. SL Text: But Hannah, being a very smart, very crafty little monkey, saw a way she could get some Tiki Grass from the bottom of the hippos’ lake. (Page : 24)

TL Text: Tetapi Hannah, yang memang seekor monyet yang sangat pintar dan sangat cekatan, menemukan cara bagaimana dia bisa memperoleh rumput tiki dari dasar danau kuda nil itu. (Page : 24)

The word a very smart above, here there is translation shift that a change happens from adjective - noun in English into noun - adjective in Bahasa Indonesia. A very smart translated yang sangat pintar. So that, the translation above is categorized as types of the first shift.

6. SL Text: Wrapped around the tree was a huge snake named “Seth”. He was munching, on the Wala-Wala Berries as Hannah came near. Hannah grabbed a branch and started to pick a few berries. She pulled and pulled, but the berries would not come off the branch. “Stop, says I,”whispered the snake. (Page : 18)

The word *a huge snake* above, a change of word category occurs from adjective - noun in English into noun - adjective in Bahasa Indonesia. *A huge snake* translated *seekor ular besar*. So that, the translation above is categorized as types of the first shift.

7. **SL Text**: “Please, Sir,” pleaded Hannah, “I need three *Wala-Wala Berries* for my mother’s cake”. (Page : 19)
   
   **TL Text**: “Tolonglah, tuan”, pinta Hannah, “aku membutuhkan tiga beri Wala-Wala untuk kue ibuku.” (Page : 19)

   The word *wala-wala berries* above, here there is translation shift that a change happens plural into singular. *Wala-wala Berries* translated *beri wala-wala*. So that, the translation above is categorized as types of the first shift.

8. **SL Text**: The hippo squinted at Hannah and started to laugh. “Ha! How can *a little monkey* help *a big strong hippo*? Ha, ha!” The hippo continued to laugh with his mouth wide open. The other hippos laughed with him. (Page : 25)
   

   The word *a little monkey* above, here there is translation shift that a change happens from adjective - noun in English into noun - adjective in Bahasa Indonesia. *A little monkey* translated *seekor monyet kecil*. The word *a big strong hippo* a change of word category occurs from adjective - noun in
English into noun - adjective in Bahasa Indonesia. *A big strong hippo* translated *seekor kuda nil besar yang kuat*. So that, the translation above is categorized as types of the first shift.

9. **SL Text:** “BUZZZ.....bring back our Bona Cane. BUZZZ! Little monkey, how dare you steal our sacred crop? BUZZZ!” Hannah came out from her hiding place. (Page : 33)

**TL Text:** “BUZZZ....kembalikan Tebu Bona kami. BUZZZ! Hai monyet kecil, berani-beraninya kamu mencuri ladang kami yang suci ini?BUZZZ!” Hannah keluar dari tempat persembunyiannya. (Page : 33)

The word *little monkey* above, here there is translation shift that a change happens from adjective - noun in English into noun - adjective in Bahasa Indonesia. *Little monkey* translated *monyet kecil*. So that, the translation above is categorized as types of the first shift.

10. **SL Text:** “Please, sir,” she cried ,”I need just *a small amount of your special sugar* for my fahter’s birthday cake.” (Page : 33)

**TL Text:** “Tolonglah tuan,” tangis Hannah, “aku hanya membutuhkan *sedikit gulamu* yang special ini untuk ulang tahun ayahku.” (Page : 33)

The word *a small amount of your special sugar* above, here there is translation shift a change happens from adjective - noun in English into adjective – noun in Bahasa Indonesia. *A small amount of your special sugar* translated *sedikit gulamu*. Here, the text language in English states in detail and also sentences reflectively in Bahasa Indonesia. They also have the same structural system. So that, the translation above is categorized as types of the third shift.
11. **SL Text:** She climbed down and tiptoed around her sleeping Father. Mother was waiting up for little Hannah Banana. (Page : 36)

**TL Text:** Dia memanjat turun dan berjingkat-jingkat mengitari papanya yang sedang tidur. Mama sedang menunggu si kecil Hannah Banana. (Page : 36)

The word *little Hannah Banana* above, here there is translation shift a change happens from adjective - noun in English into adjective – noun in Bahasa Indonesia. *Little Hannah Banana* translated *si kecil Hannah Banana*. So that, the translation above is categorized as types of class shifts, or the third shift.

12. **SL Text:** Hannah Banana yawned, a little monkey yawn, closed her eyes, and fell fast asleep. (Page : 38)

**TL Text:** Hannah Banana menguap, monyet kecil itu menguap, menutup matanya, lalu tertidur cepat. (Page : 38)

The word *a little monkey yawn* above, here there is translation shift that a change happens from adjective – noun in English into noun – adjective in Bahasa Indonesia. *A little monkey yawn* translated *monyet kecil itu menguap*. The word *her eyes* a change of word category occurs from plural into singular. *Her eyes* translated *matanya*. So that, the translation above is categorized as types of the first shift.

13. **SL Text:** The monkey family enjoyed the birthday thanks to Hannah Banana. They lived happy monkey lives in the deepest jungle of Africa. (Page : 39)

The word *they lived happy monkey lives* above, here there is translation shift that a change happens the replacement of a virtual lexical gap in Bahasa Indonesia by a grammatical structure in English. *They lived happy monkey lives* translated *mereka menjalani hidup yang bahagia*. So that, the translation above is categorized as types of the fourth shift.

14. SL Text: Suddenly, the bees’ buzzing was drowned out by a great chirping and flapping of wings as every bird in the jungle rose over the Mountain to help little Hannah. They were led by the friendly parrot who had helped Hannah up the mountain. *Five small birds* flew down and picked up Hannah. The other birds attacked the army of giant bees, and the red parrot snuck into the sugar cane thicket and snatched up Hannah’s purple pouch. The birds carried Hannah high above the jungle. (Page : 34)


The word *little Hannah* above, here there is translation shift that a change happens from adjective – noun in English into noun – adjective in Bahasa Indonesia. *Little Hannah* translated *Hannah kecil*. The word *five
small birds a change of word category occurs from plural into singular. Five small birds translated lima burung kecil. So that, the translation above is categorized as types of the first shift.

15. SL Text : Hannah Banana swung through the trees from vine to vine. She was a very quick little monkey, and she gained speed as she climbed. (Page : 14)

TL Text : Hannah Banana atau Hannah si pencari pisang berayun-berayun di antara pohon-pohon dari satu tumbuhan rambatan ke tumbuhan lainnya. Dia adalah seekor monyet kecil yang sangat gesit, dan dia juga cepat saat memanjat. (Page : 14)

The word little monkey above, here there is translation shift that a change happens from adjective – noun in English into noun – adjective in Bahasa Indonesia. Little monkey translated monyet kecil. So that, the translation above is categorized as types the first shift.

16. SL Text : Seth started to sing and Hannah repeated .....Sweet Wala-Wala Berry tree .....Sweet Wala-Wala Berry tree.....Won’t you share a song with me? (Page : 19)

TL Text : Seth mulai bernyanyi dan Hannah menirukannya....Pohon Beri Wala-Wala yang manis....Pohon Beri Wala-Wala yang manis..... Maukah kamu bernyanyi denganku? (Page : 19)

The word Sweet Wala-Wala Berry tree above, here there is translation shift that a change happens from adjective – noun in English into noun – adjective in Bahasa Indonesia. Sweet Berry Wala-Wala tree translated Pohon beri wala-wala yang manis. So that, the translation above is categorized as types of the first shift.
17. SL Text: The huge hippo roared in pain, but once the sting was gone he had no more pain it all. (Page : 25)

TL Text: Kuda nil besar itu mengerang kesakitan, tetapi ketika sengatan itu hilang dia tidak lagi merasa sakit. (Page : 25)

The word the hugo hippo above, here there is translation shift that a change happens from adjective – noun in English into noun – adjective in Bahasa Indonesia. The hugo hippo translated kuda nil besar. So that, the translation above is categorized as types of the first shift.

18. SL Text: The third and fourth ingredients were easy for Hannah to find. She grabbed twelve bananas and plucked fifteen flower petals from some Papola Plants. (Page : 27)

TL Text: Bahan ketiga dan keempat mudah ditemukan Hannah. Dia mengambil dua belas sisir pisang dan memetik lima belas daun bunga dari tumbuhan papola. (Page : 27)

The word papola plants above, here there is translation shift a change happens from plural into singular. Papola plants translated tumbuhan papola. So that, the translation above is categorized as types of the first shift.

19. SL Text: The chief Bee scowled at little Hannah Banana. This time, the monkey’s polite manners would not be enough to convince the giant bee clan. So she started to think about a crafty way to get out of her bad situation. (Page : 33)


The word Little Hannah Banana above, here there is translation shift that a change happens from adjective – noun in English into noun – adjective in Bahasa Indonesia. Little Hannah Banana translated Hannah Banana kecil. The word
monkey’s polite manners a change of word category occurs from plural in English into singular in Bahasa Indonesia. Monkey’s polite manners translated sikap-sikap sopan monyet. The word bad situation a change of word category occurs from adjective – noun in English into noun – adjective in Bahasa Indonesia. Bad situation translated situasi yang buruk ini. So that, the translation above is categorized as types of the first shift.

20. SL Text : Every bird in the jungle rose over the mountain to help little Hannah. Five small birds flew down and picked up Hannah. (Page : 34)

TL Text : Semua burung di dalam hutan itu terbang ke atas gunung untuk membantu Hannah kecil. Lima burung kecil terbang ke bawah dan menjemput Hannah. (Page : 34)

The word little hannah above, here there is translation shift that a change happens from adjective – noun in English into noun – adjective in Bahasa Indonesia. Little Hannah translated Hannah kecil. The word five small birds a change of word category occurs from plural in English into singular in Bahasa Indonesia. Five small birds translated lima burung kecil. So that, the translation above is categorized as types of the first shift.

21. SL Text : The monkey family canopy and the small birds dropped Hannah onto a branch above her home. (Page : 35)

TL Text : Keluarga monyet itu dan burung-burung kecil menjatuhkan Hannah di atas sebuah dahan di atas rumahnya. (Page : 35)

The word small birds above, here there is translation shift that a change happens from adjective – noun in English into noun – adjective in Bahasa
Indonesia. *Small birds* translated *burung-burung kecil*. So that, the translation above is categorized as types of the first shift.

22. SL Text: But her mother pulled from behind her back hannah’s empty pouch. *A tired bird* by the oven, helping to bake the cake. (Page : 37)

TL Text: Tetapi mamanya mengambil kantong kosong Hannah dari balik punggungnya. *Seekor burung yang kelelahan* sedang duduk di dekat kompor, membantu membakar kue. (Page : 37)

The word *a tired birds* above, here there is translation shift that a change happens from adjective – noun in English into noun – adjective in Bahasa Indonesia. *A tired birds* translated *seekor burung yang kelelahan*. So that, the translation above is categorized as types of the first shift.

Based on the data analysis, the writer found some translation shifts in the Hannah Banana. They are: A change of word category occurs from a plural to a singular noun, from adjective – noun in English becomes noun – noun in Indonesian, the noun – adjective becomes the noun – adjective (the same structure), and the replacement of a virtual lexical gap in Bahasa Indonesia by a grammatical structure and from adjective - noun in English into noun - adjective in Bahasa Indonesia.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Every language has a rule. English and Indonesian are two different languages that have different rules. Of course, the rule at one particular language will not have an effect to the other language certainly, for example, Indonesian which does not have the tense form.

Translation always departs from understanding of meaning word, later was continued by the accommodation to the context. The translator may do some modifications to get an accurate meaning and similar expression in the target language, or it is found the similarities between understanding information of the source language and target language. Thus, it is not wrong if the translation-shift is extremely required. For example, the translator could give an equivalent for word with another word class because there is no suitable word class in the target language.

The shift in translation actually can be concluded into three parts, named a translation-shift in the first shift, third shift and fourth shift. The translation shift that consists of in the first shift, third shift and fourth shift is related to the words or the word class shift they have been discussed in this analysis.
B. Suggestion

Based on the conclusion above, the writer has some suggestions as follows:

1. To get a good translation, a translator must consider the translation especially the translation shift.

2. To be a good translator, she must concentrate and painstaking effort, always trying to extend her knowledge and improve her means of expression; pursuing facts and words.

3. The translators require the depth knowledge of the grammar, semantics, syntax, idioms, and the like of the source language, as well as the culture of its speakers, and must have in depth knowledge of target language.
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Academic History

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