

**TRANSLATION SHIFT ON THE TRANSLATION OF NOUN PHRASE IN  
ELIZABETH GILBERT'S NOVEL "EAT, PRAY, LOVE" INTO "MAKAN,  
DOA, CINTA" BY SILAMURTI NUGROHO**

**THESIS**

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## **STATEMENT OF ORIGINALITY**

I certify that this thesis is absolutely my own work. I am completely responsible for the content of this thesis. The content of this thesis does not incorporate to any materials previously written or published by another person except those indicated in quotations and bibliography.

Semarang, February 2013

Oktavia Damayanti

## **MOTTO**

“In life, you should always try to Give Back more than you’ve taken, and Listen  
More than you’ve Said” Life is about a lot more than just yourself

(Xnicoleclarex)

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Mr. Eko Siswanto and Mrs. Dwi Listiani, thank you for your love, your holy prayers and your unlimited precious advices and supports.
2. My beloved aunt, Trinitas Novianti
3. All of my friends in Dian Nuswantoro University who always care and support each other.

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The Researcher

Oktavia Damayanti

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## ABSTRACT

This thesis is entitled Translation shift on the translation of Indonesian noun phrase in Elizabeth Gilbert's novel "*Eat, Pray, Love*" into "*Makan, Doa, Cinta*" by Silamurti Nugroho. This research focuses on the analysis of category shift of translation. This study is aimed at finding out the types of shift in the translation of Indonesian phrases in Elizabeth Gilbert's novel "*Eat, Pray, Love*" into "*Makan, Doa, Cinta*" by Silamurti Nugroho. This thesis was conducted in order to describe the kind of category shift of translation found in the novels.

The research belongs to descriptive qualitative. It is a method of the research which does not establish calculations. The source of data is a novel entitled "*Eat, Pray, Love*" which was published in New York in 2006, and its Indonesian version which was published in Jakarta in 2007. There are 111 data consisting unit shift and class shift found in the books.

The results of this analysis show that there are six kinds of translation shift of noun phrase in the novel. There are two kinds translation shift based on Catford (as cited in Hatim and Munday, 2004 : 26). The most dominating translation shift is class shift of noun phrase to word which consist of 103 numbers of class shift with the total percentage of 99%. The types of shift which are found in the novels are included into unit and class shift because there are different unit and class between the source language and the target language within translation work. Those types occurred in order to make the meaning become acceptable and readable by the readers in the target language.

**Keywords:** *Language, Shift, Unit, Class, Translation, Noun Phrase.*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

This world consists of some countries, and every country of course has its own language. That language is used for communication. Communication is the important part for our life. Without language we cannot speak to each other. People can express their communication by saying or writing. With language we can express anything, the component of language itself is arranged from word to sentence. So, translation is needed because there are so many languages in this world, for examples, English as a foreign language in Indonesian has a great effect in the development of modern technology and science. It is influenced by some books that are written and translated in English.

Ordudari, 2007 : 3 states that “Translation is the process to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts.” The basic purpose of translation is to reproduce various types of texts, comprising literary, religious, scientific, or philosophical texts in another language and thus making them available to wider readers, to a greater number of target audience and to bring the world closer. So, translation is very important, not only in scientific and technology books, but also in literary books.

Literary book is the art of written work. Literature may consist of texts based on factual information (journalistic or non-fiction), as well as on original imagination, such as poetry.

Novel is one example of literature work, and inside of it there is an equivalent effect to reader. The researcher uses the novel written by Elizabeth Gilbert's Novel "Eat, Pray, Love" into "Makan, Doa, Cinta" By Silamurti Nugroho. The subject of this research is translation shift in the English translation of Indonesian translation. This research tries to find out the shift in form and the meaning in the English translation to Indonesian translation.

Translation shift it self is the differentiation between the system of source text and target text is showed by the structure differentiation in the words order, phrases, clauses, and sentences. There are four type of translation shift based on Catford's theory, but just two theory that researcher choose, there are Unit Shift and Class Shift. Why the researcher just choose certain kinds of shift, because the researcher find more that shifts in the novel. The classification which the researcher analyze is Noun Phrase.

Noun phrase is a group of words was which has no subject. Why the researcher choose noun phrase to be analyzed, because she want know how the noun phrase in the source language can change into different level or rank in target language.

The reason why this topic is interesting to be discussed is because in this novel the researcher can find various kinds of noun phrase that can be analyzed. The difference between the Indonesian and English noun phrases lies in the position of head and modifier in the word order.

## **1.2 Statement of the Problem**

The problems in this research is what are the types of Unit and Class shift found in the translation of noun phrases in Elizabeth Gilbert's Novel "Eat, Pray, Love" into "Makan, Doa, Cinta" By Silamurti Nugroho?

## **1.3 Scope of the Study**

The object of analysis of this study is the types of shifts in the translation of noun phrases in Elizabeth Gilbert's Novel "Eat, Pray, Love" into "Makan, Doa, Cinta" By Silamurti Nugroho. The framework used to analyze the data is the one proposed by Catford (as cite in Hatim and Munday, 2004:26).

## **1.4 Objective of the Study**

The objective of the studying is to find out the types of shift in the English translation of Indonesian noun phrases in Elizabeth Gilbert's Novel "Eat, Pray, Love" into "Makan, Doa, Cinta" By Silamurti Nugroho.

## **1.5 Significance of the Study**

The result of the research can be valuable contribution to:



1. A contribution to Dian Nuswantoro University, particularly for English Department students. It is expected that by reading this thesis, the students will get a lot of knowledge about noun phrase.
2. A contribution to anybody who reads this thesis. It is expected that it would be considered as a tool to enrich one's knowledge about translation shift.

## **1.6 Thesis Organization**

This research is presented in five chapters with the following organization:

Chapter I is introduction that consists of background of the study, statement of the problem, scope of the study, objective of the study, and significance of the study.

Chapter II is review of related literature that consists of translation, kinds of translation, translation process, equivalence, translation shifts, type of shift and the noun phrase.

Chapter III is research method that consists of research design, unit of analysis, source data, technique of data collection, and technique of data analysis.

Chapter IV is data analysis that consists of the finding and the discussion of the finding of translation shift of noun phrases used in *Eat, Pray, Love* novel translated into *Makan, Doa, Cinta*.

Chapter V is conclusion and suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

To make the analysis of this study runs well, the researcher needs some theories which are related to the data analysis. Translation, kinds of translation, translation process, equivalence, translation shifts, type of shift and the noun phrase are the theories of the researcher used as a principle in analyzing the data. Translation and its units are the prominent point for the translator and so do for all peoples who want to know more about the subject. That is why people should know about, it is to make easy in understanding them. Translation is a way to find a proper equivalence about transferring the meaning of the source language and the target language through a process where the problems can not be avoided in its progress. One of the ways to solve the problems faced in translation is the translation shift. It is a translation procedure involving a change in the grammar from SL to TL. The details of the theories are explained in the following sub chapters.

#### **2.1 Translation**

Actually the meaning of translation is a process of transferring written or spoken source language text to equivalent written or spoken target language text. Catford (1965 : 20) claims that “the replacement of textual material in one language (SL) by equivalence textual material in another

language (TL).” Newmark (1988 : 5) says “Translation is rendering the meaning of a text into another language in the way that the author intended the text.” Newmark also adds that as a translator, the writer should have skill on translation process in order to make a good translation. Besides, transferring the accuracy of equivalence from the source language (SL) into the target language (TL), a translator should have to understand the culture background and situation of the text. It means that a translator must know the style and equivalence which is required.

Nida and Taber in Widyatamartaya (1989:11), similarly states that “translating consist of reproducing the receptor language to the closest natural equivalence of the source language message, first in the term of meaning and secondly in the term of style”. Moreover Larson (1998:3) states that “Translation is basically a change of form. In translation, the form of the source language is replaced by the form of receptor (target) language.”

According to Nida (1969:12) :

Translation is closest natural equivalent of the source language message, first in term of meaning and second in terms of style. It can be said that translation is a process of delivering message from source language into target language by finding the equivalent of the meaning.

Translation is not about translate from the source language to target language, but the message and the content must related. Sometimes the words translated in target language is not same with the source language but it have the similar meaning to make equivalent of the source language message and sound naturally.

Meanwhile Pinchuck (1997:38) states that :

Translation is rendering of a source language text into the target language so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the source language will be preserved as closely as possible.

So, since a translator uses shift in translating a text or a translator wants as long as keeps the message of target language closely the same or source language. It is common that some changes and variations happened in translation. Leonardi in *Accurapid Journal* states that “the act translation can be analyzed along a range of possibilities, which brings about a number of shift in the linguistic, aesthetic and be analyzed and intellectual values of the source text.”

## **2.2 Kinds of Translation**

Larson (1998:15) divides translation in two types, they are:

1. Literal translation is a form based translation attempting to follow the form of source language.
2. Idiomatic translation is a meaning based translation that makes every effort to communicate the meaning of the source language text in the natural form of the receptor language.

Newmark (1991:39) writes two types of translation, those are:

3. Communicative translation, attempt to produce on its readers an affect as close as possible to that obtained on the readers of the original.

4. Semantic translation is attempts to render, as closely as a semantic and syntactic structures of the second language allow, the exact contextual meaning of the original.

Those are the kinds of translation.

### **2.3 Translation Process**

Actually the aim process of translation is the clarity of the message of source language and the possibilities how to transfer the data. The process of translation differs slightly from various translator and is influenced by the particular work translated. Newmark concedes that it usually happens that the literary translator first has to deal with words set on the page by an author “who may be dead physically or metaphorically and now lives in the variegated reading by a host of readers of the source language (Newmark 1998:117). Nida and Taber (1974:33) say that there are 3 steps to translate. That are:

1. Analysis

The content and purpose in the source text is entirely read and understood.

2. Transfer

The translation in the source text is transferred into the target text.

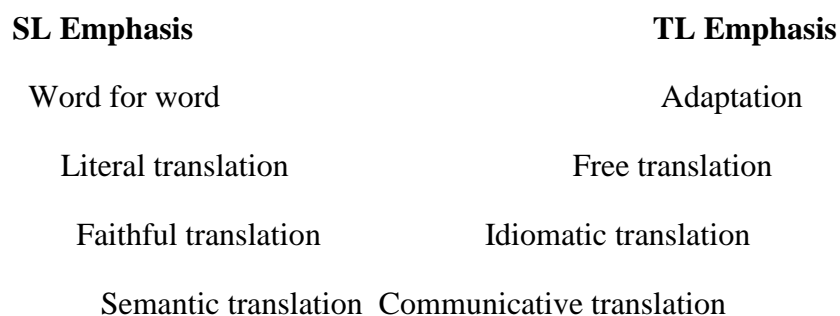
The message can be a content / meaning, idea or thought.

3. Restructure

Restructure means rearrange. After transferring the message from the source text into the target text, a translator has to rearrange translation.

Restructure process is elaborated by step by step procedure that has the opposite to Nida and Taber's statement. In the other hand, Bell (1991:60) describes "the translation process which consist of three main steps, those are syntax, semantics and pragmatics." Each step should be analyzed and synthesized. He adds that in the process there might be some quickly ignored steps and the combination of bottom up and bottom down process norm both in pattern introduction and inference procedure.

In process of translation, there are some classifications. Newmark (1988: 45-47) uses the eight classifications, they are word for word, literal, faithful, semantic, communicative, idiomatic, free, and adaptation that were organized into two areas: SL textual approach and TL textual approach. He puts them in following diagram called diagram V.



(Newmark, 1998 :45)

Figure 2.1 Newmark's V Diagram

The explanations of the method of SL textual approach mentioned above are explained below and the examples are from Maxsinatalia's thesis (2007:15-17).

#### 1. Word-for-word Translation

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

For example:

SL : *I can walk*

TL : *Saya bisa berjalan*

#### 2. Literal Translation

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

For example:

SL : *Jangan bawa tasku*

TL : *Don't bring my bag*

### 3. Faithful Translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraint of the target language grammatical structure. It “transfers” cultural words and preserves the degree of grammatical and lexical “abnormality” (deviation from source language norms). It attempts to be completely faithful to the intentions and the text-realization of the SL writer.

For example:

SL : *Could you close the door?*

TL : *Dapatkah kamu menutup pintu?*

### 4. Semantic Translation

It may translate less important culture words by culturally neutral third or functional terms but not cultural equivalent and semantic translation is more likely to be economical than a communicative translation. Unless for the latter, the text is poorly written. In general, a semantic translation is written at the author’s linguistic level, a communicative at the readership’s. Semantic translation is used for ‘expressive’ and ‘vocative’ texts. Semantic translation is personal and individual, follows the thought processes of the author, tends to over-translate, pursues nuances of meaning, yet aims at concision, in order to reproduce pragmatic impact.

For example:



Situation A (SL)

Mr. Andrew : *You must not go out tonight*

Harry : *Yes, dad*

Situation A (TL)

Mr. Andrew : *Kamu seharusnya tidak keluar malam ini*

Harry : *Iya, ayah*

Situation B (SL)

Mr. Andrew : *You must not go out tonight*

Harry : *Yes, sir*

Situation B (TL)

Mr. Andrew : *Kamu seharusnya tidak keluar malam ini*

Harry : *Iya, pak*

The explanation of the method of TL textual approach mentioned above are :

#### 1. Free Translation

It reproduces the matter without manner, usually a paraphrase than the original.

For example:

SL : *She was between devil and the deep sea*

TL : *Ia berada di antara dua bahaya yang besar*

#### 2. Adaptation Translation

This is the “freest” form of translation. It is used mainly for the plays (comedies), a poetry, the SL culture converted to the culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has reproduced many poor adaptations, but other adaptations have “rescued” period plays.

For example:

SL : *My heart is like a singing bird*

TL : *Kalibuku bagaikan kicauan burung*

### 3. Idiomatic Translation

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

For example:

SL : *She explains in broken English*

TL : *Dia menjelaskan dalam bahasa Inggris yang kurang sempurna*

### 4. Communicative Translation

It renders the exact contextual meaning of the original in such a way that both content and language are acceptable and comprehensible for readers.

For example:

SL : *Never mind*

TL : *Tidak apa-apa*

According to Newmark (1988 : 47), only semantic and communicative translation fulfill the two main aims of translation, which are first, accuracy and second, economy. In general a semantic translation is written at author's linguistic level, a communicative at the readership's semantic translation is used for 'expressive' text, communicative for 'informative' and 'vocative' texts.

Furthermore, according to Newmark (1988 : 85 – 87) there are four types of translation. The first type is the change from singular to plural in the position of adjective. The second type of shift is required when a SL grammatical structure does not exist in the TL. The third type of shift is the one where literal translation is grammatically possible but may not accord with natural usage in the TL. The fourth type of transposition is the replacement of a virtual lexical gap by a grammatical structure.

## **4.2 Equivalence**

Vinay and Darbelnet (as cited in Munday. 2001:58) states that "Equivalence refers to cases where languages describe the same situation by different stylistic or structural means". Halverson (1997:207-210) claims that "Equivalence is defined as a relationship existing between two entities, and the relationship is described as an of likeness/ sameness/ similarity/ equality in terms of any of a number of potential qualities."

Proponents of equivalence based theories of translation usually define equivalence as the relationship between a source text (ST) and a target text (TT) that allows the TL to be considered as a translation of the ST in the first place. Equivalence relationships are also said to hold between parts of ST and parts of TL the above definition of equivalence is not unproblematic.

Catford in Munday, (2001:60) says that:

1. Formal correspondences is any TL category (unit, class, element and structure, etc) which can be said to occupy as nearly as possible the “same” place in the “economy” of the TL as the given SL category occupies in the SL. For example: translating an adjective by an adjective.
2. Textual equivalence is any TL text or portion of text which is observed on a particular occasion to be the equivalent of given SL text or portion of text. For example: translating adjective by an adverbial phrase.

Newmark (1988) examines “The translation equivalence concept from perspective that swung between literal and free, faithful and beautiful, exact and natural translation, depending on whether the bias was to be in favor of the author or the reader, the source or target language the text”. He clarifies that “communicative translation attempts to render as closely as the semantic and syntactic structure of the second language allow, the exact contextual meaning of the original”.

J. House (1997) expresses his point of view about translation equivalence as follows: “The notion of equivalence is the conceptual basis of translation and, to quote Catford, the central problem of translation practice is that of finding TL equivalence.

### **4.3 Translation Shift**

The differentiation between the system of source text and target text is showed by the structure differentiation in the words order, phrases, clauses, and sentences. It occurs because every language has different system such as the structure of the syntax, lexical, and also morpheme. For example, the nouns in the source text are not always translated into the same class in the target text. In other word, to reach a good translation work, we need to coordinate the language structure of the target text. The transition of the structure of source language into the structure of target language is called translation shift.

Furthermore, Translation shift is allowed since every language has its own characteristic. It is also used by translators as one of the techniques to overcome some problems in translation work. Newmark ( 1988:85 ) defined shift or transference as “a translation procedure involving the change in grammar from SL to TL.” It means that shift is a translation technique that involves a grammatical change from SL to TL. It can be concluded that shifts occurs when TL category of unit, structure, element of structure, etc formally correspond as nearly as possible the same place of the SL category. This is in accordance to Porpovic (1970 : 78) who states that :

Each individual method of translation is determined by the presence or absence of shift in the various layers of the translation. All that appears as new with respect to the original or fails to appear where it might have been expected may be interrupted as a shift.

When the form in source language has a new form in target language, it is called shift. Baker (1992 : 20) says “non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text.” The type and level of difficulty posed can vary tremendously depending on the strategy, some very straightforward, others more involved and difficult to handle. Since, in addition to the nature of non-equivalence, the context and purpose of translation will often rule out some strategies and favour others.

The actual term *shift* was introduced by Catford (1965) in the field of translation. It means “departure from formal correspondence in the process of going from SL.” According to Baker (1992:20) :

Non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text the type and level of difficulty posed can vary tremendously depending on the nature of non-equivalence. Different strategies, some very straightforward, others more involved and difficult to handle. Since, in addition to the nature of non-equivalence, the context and purpose of translation will often rule out some strategies and favour others.

Indeed Catford’s translation shift bears real similarities to notions of complex transfer in machine translation (Hutchins and Somers 1992; Arnold et al. 1994).

#### 4.4 Types of Shift

Shift itself consists of many types, like is quoted by Catford (as cited in Hatim and Munday, 2004 : 26) who says that '*shifts*', departures from formal correspondence in the process of going from the SL to the TL. There are two major types of '*shift*': *level shifts* and *category shifts*:

1. Level shift is SL item at one linguistic level has a TL translation equivalent at a different level.
2. Category shift is a departure from formal correspondence in translation. Category shift occurs if the source language (SL) has different forms from the target language (TL). So category shifts are:

- a. **Structure shift** is to be the most common form of shift and involve mostly a shift in grammatical structure. Example;

SL: Your message has been sent.

TL: *Kami telah mengirimkan pesan anda.*

From the example above, passive sentence in the English is translated into active sentence in Indonesian.

- b. **Class shift**, when a SL item is translated with a TL item which belongs to different grammatical class, i.e. a verb may be translated with a noun. Class shifts occurs when the SL item is translated into different class in the TL, or when the TL belongs to a different grammatical class. Example;

SL: The maids of Solo are famed grace.

TL: *Gadis-gadis solo dimashurkan luwes.*

From the above example can be seen that the shift entails the class shift since *grace* which is as noun in English translated into *luwes* which is as adjective in Indonesian.

- c. **Unit-shift**, which involves changes in rank. Unit shift may occur when a strict rank-for-rank correspondence between SL and TL sentences, clauses, groups, words and morphemes is not observed. It can be concluded that unit-shifts occurs when there is a strict rank-for-rank correspondence between SL and TL, as a result a unit at one rank in the SL is translated into a unit at a different rank in the TL. Example;

SL: He emitted the magic spells to seduce the girl next door.

TL: *Dia mengeluarkan mantra untuk merayu gadis tetangga.*

From the above example the English word *magic spells* is translated into *mantra*. The translation of the English noun phrase containing definite article 'the' is translated into noun in Indonesian.

- d. **Intra-system shift**, which occurs when SL and TL process systems which approximately correspond formally as to their constitution, but when translation involves selection of a non – corresponding term in the TL system' ( Ibid.:80 ) for instance, when the SL singular becomes a TL plural. Intra-system shift occurs within a system, when translation involves selection of a non-corresponding term in the TL systems which approximately correspond formally. As Catford (1974:80) states that, "intra-system shift... occurs internally, within a system; that is for those cases where SL and TL posses systems which approximately



correspond formally as to their constitution, but when translation involves selection of a noncorresponding term in the TL system”.

Example;

SL: *Selop yang indah ini terbuat dari kulit.*

TL: These beautiful slippers are made from leather.

From the above example, the word *selop* which singular in Indonesian is translated into plural form in English. It might occur because *selop* which means sandals always in pair with the other one.

From the classifications above, it can be concluded that before people want to translate one language into different language or only analyzed the translation work by using translation shift, they should know about the word classes or the grammar of both language.

#### **4.5 Noun Phrase**

According to Tallerman (1998:90) says “A phrase is a group of words which has no subject”. It means that every group of words or combination of words, which are grammatically similar to word and do not have its own subject is called phrase. A noun phrase is a phrase that has a noun as its head. Hasan, *et al* (1998 : 203) states that the Indonesian noun phrase is a group of words with a noun pronoun as the main part of the head. Whereas, the English noun phrase is a group of word that ends with a noun. It can contain determiners (the, a, this, etc), adjective, adverbs, and nouns. It cannot begin with a preposition.

Based on English Syntactic Structures by Flor Aarts and Jan Aarts (1982 : 60 – 64), apart from the morpheme and the word, there are two more major units in grammatical description : the phrases and the sentence or clause. The main difference between these two units is that a phrase is a constituent which can be identified on the basis of the word class membership of at least one of its constituent words. The following phrases can be distinguished : noun phrase, adjective phrase, adverb phrase, verb phrase and prepositional phrase. A phrase can be identified on the basis of the word class membership of its most important constituent; thus a noun phrase is a phrase which has a noun as its most important constituent.

Full phrase:	Replaceable by	Type
(1) We like <i>medieval music</i>	We like <i>music</i>	noun phrase
(2) <i>New books</i> on linguistics Are very expensive	<i>Books</i> are very expensive	noun phrase

Based on English Syntactic Structures book which is written by Flor Aarts and Jan Aarts, the characteristic of a noun phrase is that it has a dominant member (the head) which can replace the entire phrase; a characteristic that the noun phrase shares with the adjective phrase and the adverb phrase. At least the characteristic is a function in its internal structure that sets it apart from adjective and adverb phrases: the determiner function. The words italicized in the following example noun phrases realize this function:

Phrase Type	Relation between dominant Member and other constituents	Characteristics of Dominant member
Noun phrase	Subordination	Can replace the whole phrase

(3) *That* tall black man in the corner

(4) *The* book that I need

(5) *My* best suit

(6) *Every* boy in my class who has read the article

(7) *Any* major problem you may experience

(8) *A* well-designed car

(9) *Another* marble

As the examples show the function of determiner is invariably the first function that is realized in the noun phrase. In (3) – (9), for example, it would be impossible to put the determiner item immediately in front of the noun. It is also typical of the determiner function that, unlike other functions in the noun phrase, it cannot be realized more than once. Thus example (10) and (11) are unacceptable:

(10) *Every the* book

(11) *His a* car

A final syntactic characteristic of the determiner function is that it can, in general only be realized by members from a closed class. From a semantic point of view, the determiner function can be said to determine the reference of the noun phrase – whether its referent is definite or indefinite, whether

one or more referents are intended, etc. clearly, the heads of the example of noun phrases (3) – (9) are *man, book, suit, boy, problem, car* and *marble respectively*. All the other constituents, which like the determiners, are subordinated to these heads, are said to function as modifier. Three differences between determiners and modifiers are immediately obvious. In the first place modifiers can occur both before and after the heads of noun phrases. If they precede the head, they are called premodifiers, if they follow the head they are called postmodifiers. A second difference with determiners is that the modifier function may be realized more than once in a noun phrase.

From a semantic point of view modifiers show such a large variety of relations to the head word that it is impossible to discuss these relations here. One important semantic distinction, however, may be mentioned, viz. that between descriptive and classifying modifiers. A descriptive modifier describes the referent of the noun phrase in terms of a particular quality of the referent, whereas a classifying modifier creates a subclass of the class denoted by the head of the noun phrase. The distinction is illustrated in the example below; examples of descriptive modifiers are given in (12) and (13), while (14) and (15) exemplify classifying modifiers.

(12) His *pretty* wife

(14) a *polar* bear

(13) That *tall* boy

(15) a *criminal* court

The distinction between descriptive and classifying modifiers largely correlates with the syntactic fact that descriptive modifiers may themselves

be premodified by intensifying words like *very* to indicate the degree to which the referent of the noun phrase possesses the quality denoted by the modifying adjective; classifying modifiers, on the other hand, do not admit of intensification. Compare:

(12) his *very pretty* wife

(13) that *very tall* boy

(14) a *very polar* bear

(15) a *very criminal* court

In summary, it can be said that in the internal structure of the noun phrase, three functions can be distinguished: determiner, modifier and head. The function of modifier is an optional one which may be realized more than once, may occur both in front of the head and after it, and may even be ‘interrupted’ by the head. The function of determiner is, in the majority of cases, an obligatory one which can be realized only once, is positionally restricted to the initial slot in the noun phrase and is usually realized by items from a number of closed classes. The item realizing the function head determines the category of the phrase and is therefore realized by a noun or pronoun.

Noun phrases can function both as immediate constituents of a sentence and as immediate constituents of other phrases. Sentence functions that are typically realized by noun phrases are those of subject, direct object, indirect object, etc. since the use of noun phrases in these functions is illustrated

extensively in the sections refers to, we shall here give only one example of each:

1. *His wife* failed her driving-test : subject
2. Shall we plant *some rose-bushes* in that corner? : direct object
3. They gave *their old colleague* an encyclopedia : indirect object

In the structure of the noun phrase we can distinguish three function : head, determiner and modifier.

The Comparison between the Indonesian and the English Noun Phrases: The similarity between the Indonesian and English noun phrases is they have their markers. For example in Indonesian and English noun phrase, they have markers to identify the noun phrase. Both morphological and syntactic categories are the markers of the noun phrases.

Richard Nordquist on [www.grammar.about.com](http://www.grammar.about.com) says that phrase is any small group of words within a sentence or a clause. A phrase functions as a unit and includes a head (or *headword*), which determines the type or nature of the phrase.

### **Types of Phrases:**

#### **2.7.1 Absolute Phrase**

A group of words that modifies an independent clause as a whole. Example: “Still he come on, *shoulders hunched, face twisted*, wringing his hands, looking more like an old woman at a wake than an infantry combat soldier.” (James Jones, *The Thin Red Line*)

### 2.7.2 Adjective Phrase

A word group with an adjective as its head. This adjective may be accompanied by modifiers, determiners, and/or qualifiers.

Adjective phrases modify nouns. They may be attributive (appearing before the noun) or predicative (appearing after a linking verb), but not all adjectives can be used in both positions.

An adjective phrase consist of an adjective which may be preceded and/or followed by other words. The premodifier is always an adverb phrase, but the post-modifiers can be an adverb phrase, a prepositional phrase, or even a clause. It is also possible to have a modifier that is partly in front and partly behind the head, called a *discontinuous modifier*, abbreviated as *disc-mod*. (Marjolijn Vespoor and Kim Sauter, English Sentence Analysis: *An Introductory Course*. John Benjamins, 2000)

Example:

“It is always the best policy to speak the truth-unless, of course, you are an *exceptionally good* liar.” (Jerome K. Jerome)

### 2.7.3 Adverb Phrase

A word group with an adverb as its head. This adverb may be accompanied by modifiers or qualifiers. An adverb phrase can modify a verb, an adjective, or another adverb, and it can appear in a number of different position in a sentence.

Example:

“Movement born in hatred *very quickly* take on the characteristics of the thing they oppose.” (J. S. Habgood)

#### **2.7.4 Gerund Phrase**

A traditional grammatical term for a verbal that ends in *-ing* and functions as a noun. Adjective: *gerundial*. A gerund with its objects, complements, and modifiers is called a *gerund phrase* or simply a noun phrase.

Example:

“*Failing the exam* was a major dissapointment to him, to me and to Eva.”

(Judith Hubback, *From Dawn to Dusk*)

#### **2.7.5 Noun Phrase**

A word group with a noun or pronoun as its head. The noun head can be accompanied by modifiers, determiners (such as *the, a, her*), and/or complements. A noun phrase (often abbreviated as *NP*) most commonly functions as a subject, object, or complement.

Example:

“Buy *a big bright green pleasure machine!*” (Paul Simon)



### **2.7.6 Participial Phrase**

A word (one of the parts of speech and a member of a closed word class) that shows the relationship between a noun or pronoun and other words in a sentence.

The combination of a preposition and a noun phrase is called a prepositional phrase. A word group (such as *in front of* or *on top of*) that functions like a simple, one-word preposition is called a complex preposition.

Example:

“He moved ahead more quickly now, *dragging his heels a little in the fine dust.*” (John Steinbeck, *The Grapes of Wrath*)

### **2.7.7 Prepositional Phrase**

A word (one of the parts of speech and a member of a closed word class) that shows the relationship between a noun or pronoun and other words in a sentence.

The combination of a preposition and a noun phrase is called a prepositional phrase. A word group (such as *in front of* or *on top of*) that functions like a simple, one-word preposition is called a complex preposition.

Example:

“I could dance *with you* until the cows come home. *On second thought* I’d rather dance *with the cows* until you come home.” (Groucho Marx)

### **2.7.8 Verb Phrase**

1. In traditional grammar, a word group that includes a main verb and its auxiliaries.
2. In generative grammar, a predicate: that is, a lexical verb and all the words governed by that verb except a subject.

Example:

“When this *is* all over, your father *may be going away* for a little while.”  
(Ellen Grisworld in *Vacation*. 1983).

## **2.8 Sentence**

According to Richard Nordquist on [www.grammar.about.com](http://www.grammar.about.com), sentence is the largest independent unit of grammar: it begins with a capital letter and ends with a period, question mark, or exclamation point. Adjective: *sentential*. The sentence is traditionally (and inadequately) defined as a word or group of words that expresses a complete idea and that includes a subject and a verb.

The four basic sentence structures are the simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence.

### 2.8.1 Simple Sentence

A sentence with only one independent clause (also known as a main clause).

1. “Children are all foreigners.” (Ralph Waldo Emerson)
2. “Mother died today.” (Albert Camus, *The Stranger*, 1842)
3. “Of course, no man is enterely in his right mind at any time.” (Mark Twain, *The Misterious Stranger*)

### 2.8.2 Compound Sentence

A sentence that contains at least two independent clauses. Compound sentence can be formed in three ways:

1. Using coordinating conjunctions (*and, but, for, nor, or, so, yet*);
2. Using the semicolon, either with or without conjunctive adverbs;
3. On occasion, using the colon.

Example:

1. “It was bright cold day in April, and the clocks were striking thirteen.” (George Orwell, *Nineteen Eighty-Four*, 1994)
2. “The drought had lasted now for ten milion years, and the reign of the terrible lizards had long since ended.” (Arthur C. Clarke, 2001: *A Space Odyssey*, 1968)

### 2.8.3 Complex Sentence

A sentence that contains an independent clause and at least one dependent clause. The complex sentence is one of the four basic sentence structures. The other structures are simple sentence, the compound sentence, and the compound-complex sentence.

Example:

1. “He was like a cock who thought the sun had risen to hear him crow.”  
(George Eliot, *Adam Bede*)
2. “If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured, or far away.” (Henry David Thoreau)

### 2.8.4 Compound-Complex Sentence

A sentence with two or more independent clauses and at least one dependent clause. The compound-complex sentence is one of the four basic sentence structures. The other structures are the simple sentence, the compound sentence, and the complex sentence.

Example:

1. “In America everybody is of the opinion that he has no social superiors, since all men are equal, but he does not admit that he has no social inferiors, for, from the time of Jefferson onward, the doctrine that all

men are equal applies only upwards, not downwards.” (Bertrand Russell)

2. “Hatred, which could destroy so much, never failed to destroy the man who hated, and this was an immutable law.” (James Baldwin)

## 2.9 Clause

Richard Nordquist on [www.grammar.about.com](http://www.grammar.about.com) explains that a group of words that contains a subject and a predicate. A clause may be either a sentence (an independent clause) or a sentence-like construction within another sentence (a dependent clause).

### Types of Clause:

#### 2.9.1 Adjective Clause

A dependent clause used as an adjective within a sentence. It's also known as an *adjectival clause* or a relative clause.

An adjective clause usually begins with a relative pronoun (*which, that, who, whom, whose*), a relative adverb (*where, when, why*), or a zero relative.

There are two basic types of **adjective clauses**. The first type is the *nonrestrictive or nonessential* adjective clause. This clause simply gives extra information about the noun. In the sentence, ‘My older brother’s car, which he bought two years ago, has already needed many repairs,’ the adjective clause, ‘which he bought two years ago,’ is nonrestrictive or nonessential. It provides extra information. The second type is the *restrictive or essential* adjective clause. It offers essential (information) and is needed to complete the sentence’s thought. In the sentence, ‘The room that you reserved for the meeting is not ready.’ The adjective clause, ‘that you

reserved for the meeting,' is essential because it restricts which room. (Jack Umstatter, *Got Grammar?* Wiley, 2007)

Example:

“He *who can no longer pause to wonder and stand rapt in awe* is as good as dead.” (Albert Einstein)

### 2.9.2 Adverbial Clause

A dependent clause used as an adverb within a sentence to indicate time, place, condition, contrast, concession, reason, purpose, or result. Also known as *adverbial clause*.

An adverb clause begins with a subordinating conjunction (such as *if, when, because, or although*) and includes a subject and a predicate.

Example:

1. “This is the West, sir. *When the legend becomes fact*, print the legend.”  
(newspaper editor to Senator Ransom Stoddart in *The Man Who Shot Liberty Valence*, 1962)
2. “All human being should try to learn *before they die* what they are running from, and to, and why.” (attributed to James Thurber)

### 2.9.3 Comment Clause

A short word group (such as “you see” and “I think”) that adds a parenthetical remark to another word group.

“As you know, the concept of the suction pump is centuries old. Really that’s all this is except that instead of sucking water, I’m sucking life.” (Christopher Guest as Count Rugen in *The Princess Bride*, 1987)

#### 2.9.4 Comparative Clause

A type of subordinate clause that follows the comparative form of an adjective or adverb and begins with *as*, *than*, or *like*.

As the name suggest, a comparative clause expresses a comparison:  
“Shyla is smarter *than I am*.”

Example:

1. “No other president evr enjoyed the presidency **as I did**.” (Theodore Roosevelt)
2. “I only saw in him a much better man **than I had been to Joe**.” (Charles Dickens, *Great Expectations*)

#### 2.9.5 Complement Clause

A subordinate clause that serves to complete the meaning of a noun or verb in a sentence. Also known as a *complement phrase* (abbreviated as CP).

Complement clauses are generally introduced by subordinating conjunctions (also known as **complementizers**) and contain the typical elements of clauses: a verb (always), a subject (usually), and direct and direct objects (sometimes).

Example:

“She said *she was approaching 40*, and I couldn’t help wondering from what direction.” (Bob Hope)

### 2.9.6 Conditional Clause

A type of adverbial clauses that states a hypothesis or condition, real or imagined. A conditional clause may be introduced by the subordinating conjunction *if* or another conjunction, such as *unless* or *in case of*.

Example:

1. “*If you want a friend in Washington*, get a dog.” (Harry Truman)
2. “*If we had no winter*, the spring would not be so pleasant; *if we did not sometimes taste of adversity*, prosperity would not be so welcome.”  
(Anne Bradstreet, “Meditations Devine and Moral”)

### 2.9.7 Independent Clause

A group of words made up of a subject and a predicate. An independent clause (unlike a dependent clause) can stand alone as a sentence.

By itself, an independent clause (also known as a main clause) is a simple sentence.

Example:



1. “When liberty is taken away by force, *it can be restored by force*, When it is relinquished voluntarily by default, *it can be recovered*. ” (Dorothy Thompson)
2. “*The average man does not want to be free. He simply wants to be safe.*” (H.L. Mencken)

### 2.9.8 Main Clause

A group of words made up of a subject and a predicate. A main clause (unlike a dependent or subordinate clause) can stand alone as a sentence. A main clause is also known as an independent clause.

Example:

“When people talk, *listen completely*. *Most people never listen.*” (Ernest Hemingway)

### 2.9.9 Matrix Clause

In linguistics (and in generative grammar in particular), a clause that contains a subordinate clause. Plural: *matrixes*.

In terms of function, a matrix clause determines the central situation of a sentence.

“**A matrix clause** is often a main clause . . . , but it need not be: it can itself be a subordinate clause. In the sentence *The victim told police that the man who attacked her had had a beard*, the subordinate clause *who attacked her* is contained within the subordinate clause *that the man . . . had had a beard*.” (R.L. Trask, *Dictionary of English Grammar*, Penguin, 2000)

### 2.9.10 Noun Clause

A dependent clause that functions as a noun (that is, as a subject, object, or complement) within a sentence. Also known as a *nominal clause*.

Two common types of noun clause in English are *that-clauses* and *wh-clauses*:

- a) *that-clauses*: I believe *that everything happens for a reason*.
- b) *wh-clauses*: How do I know *what I think*, until I see *what I say*?

Example:

1. “I know that there *are things that never have been funny, and never will be*. And I know *that ridicule may be a shield*, but it is not a weapon.”  
(Dorothy Parker)
2. “I believe that there is *a subtle magnetism in Nature*, which, if we unconsciously yield to it, will direct us aright.” (Henry David Thoreau)

### 2.9.11 Relative Clause

A clauses that generally modifies a noun or noun phrase and is introduced by a relative pronoun (*which, that, who, whom, whose*), a relative adverb (*where, when, why*), or a zero relative. Also known as **an adjective clauses**.

A relative clauses is a *postmodifier*—that is, it *follows* the noun or noun phrase it modifies.

Example:

1. “It is not employer *who pays the wages*. Employers only handle the money. It is the customer *who pays the wages*.” (Henry Ford)

2. “Animals, whom *we have made our slaves*, we do not like to consider our equal.” (Charles Darwin)

### 2.9.12 Subordinate Clause

A group of words that has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence. Also known as a dependent clause.

Example:

1. “*When I’m good*, I’m very, very good, but *when I’m bad*, I’m better.”  
(Mae West, *I’m No Angel*)
2. “Memory is deceptive *because it is colored by today’s events*.”  
(Albert Einstein)

### 2.9.13 Verbless Clause

A clauses-like construction in which a verb element is implied but not present. Such clauses are usually adverbial, and the omitted verb is a form of *be*. **Verbless clauses** are clauses in which the verb (usually a form of *to be*) and sometimes other elements have been deleted. Consider, for example:

(36) John believes the prisoner innocent.

In this sentence the italicized sequence is a verbless clause, which we assume is a reduced version of the to-infinitive clause (37)

(37) John believes the prisoner to be innocent.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses about the research method used by the researcher during the study. They are research design, unit of analysis, source of data, techniques of data collection and techniques of data analysis.

#### **5.1 Research of Design**

The researcher uses descriptive qualitative method. It means that all data in this research are in form of sentences and words, not in the form of numbers. According to Wilkinson (2000 : 7), the resulting data is presented in the form of descriptions. So, the data in this research is in the form of descriptions. Wilkinson (2000 : 79) states that “qualitative data is usually analyzed by subjecting it to some form of coding process.” This research is descriptive qualitative method because it describes the translation of the noun phrase in Elizabeth Gilbert’s Novel “Eat, Pray, Love” into “Makan, Doa, Cinta” By Silamurti Nugroho, because the result of noun phrase is description and it does not establish calculations.

#### **5.2 Unit of Analysis**

The unit of analysis of this research is sentence containing the noun phrases found in Elizabeth Gilbert’s Novel “Eat, Pray, Love” into “Makan, Doa, Cinta” By Silamurti Nugroho.

### **5.3 Source of Data**

The source of the data in this research is a novel written by Elizabeth Gilbert's Novel "Eat, Pray, Love" into "Makan, Doa, Cinta" By Silamurti Nugroho. This novel was published in New York on 2006 by Penguin Group and its Indonesian version which published in Jakarta by PT Gramedia Pustaka Utama on 2007.

### **5.4 Technique of Data Collection**

The techniques in collecting the data are:

1. Searching the novel

The researcher browsed the source novel in the internet, and got the target novel by bought at the bookstore.

2. Choosing the novel

The researcher choose the pages that will be used as data sample.

3. Finding the noun phrase which are included into translation shift in English version.

### **5.5 Technique of Analyzing Data**

Since the data analyzed in this research are qualitative, so the method of analyzing the data employed by the researcher is descriptive. The steps that were used in analyze the data carried out by the researcher were as follows :

1. Reading source text and target text from each sentence in the source text to the target text

2. Identifying the noun phrase in source text and then classifying them into category shift.
3. Describing the translation of noun phrases in target text
4. Interpreting the data
5. Drawing conclusion

## CHAPTER IV

### DATA ANALYSIS

In the process of translation there are many ways and methods which can be interpreted. Class shift and unit shift are the way that can be used in translating one language to another language. This chapter presents the finding and discussion of the finding of class shift and unit shift which in translation they are used in *Eat, Pray, Love* translated into *Makan, Doa, Cinta*.

#### 4.1 The Findings translation shift used in *Eat, Pray, Love* translated into *Makan, Doa, Cinta*.

#### 4.2 The Type of Shifts on *Eat, Pray, Love* translated into *Makan, Doa, Cinta*.

##### 4.2.1 Unit Shift in Elizabeth Gilbert's Novel *Eat, Pray, Love*.

Table 4.1 Unit shift in translation found by researcher in the novel *Eat, Pray, Love* which is translated into *Makan, Doa, Cinta* by Silamurti Nugroho.

No.	Unit Shift	Number	Percentage
1.	Noun Phrase to Word	98	99%
3.	Noun Phrase to Clause	1	1%
Total Number/Percentage (%)		99	100%

From table 4.1, it can be seen that there are 2 kinds of unit shift used in the novel. And those types are translation shift of noun phrase into word which

has 98 numbers of translation shift (e.g. *a cocktail party* is translated into *pesta*; *my wildest imagination* is translated into *membayangkan*) and the translation shift of noun phrase into clause which has 1 number shift (e.g. *my initial suggestion* is translated into *pada mulanya saya menyarankan*).

#### **4.2.2 Discussion of Unit Shift**

The followings are examples of translation shift analysis of unit-shift that the researcher found in the novel:

##### **4.2.2.1 Noun Phrase to Word**

The translation shift of noun phrase which is translated into word can be explained in the following examples:

##### **Excerpt 1**

SL: He says he'll come pick me up in **his car**.

TL: Dia mengatakan akan menjemput saya dengan ***mobilnya***.

The English phrase 'his car' in the source language is translated into a word 'mobilnya' in the target language. It can be done because the possessive pronoun 'his' in the source language is translated into a possessive pronoun '-nya' in the target language which is united with the noun . It can be explored that the translation shift entails the class shift since the noun phrase of the source language is translated into a clause in the target language.

##### **Excerpt 2**



SL: Sobbing so hard, in fact, that a great lake of tears and snot was spreading before me on the **bathroom tiles**, a veritable Lake Inferior (if you will) of all my shame and fear and confusion and grief. (p. 11)

TL: Menangis tersedu-sedu sehingga danau air mata dan ingus terbentuk di *lantai* di hadapan saya, sebuah Danau Rendah Diri yang nyata –(jika kita mau menyebutnya) dari semua rasa malu, ketakutan, kebingungan dan kesedihan. (p.10)

It can be seen that the English noun phrase ‘bathroom tiles’ is translated into noun ‘lantai’ in Indonesian. Actually it can be translated into the same class such as the original becomes ‘lantai kamar mandi’. But why the translator translates ‘bathroom tiles’ into ‘lantai’, because the translator makes that phrase to be shorter as a word without change the meaning in the target language. Why the word ‘bathroom’ in the ‘bathroom tiles’ is not translated, because the word ‘lantai’ is feasible for the translator to the reader. So the unit shift of noun phrase to noun occurred. The translating process is done through the word for word translation established because between the source language and target language have the same meaning.

### **Excerpt 3**

SL: That’s right—I was speaking to the creator of the universe as though we’d just been introduced at a **cocktail party**. (p. 14)

TL: Betul sekali, saya berbicara dengan pencipta alam semesta seperti saya berbicara dengan orang yang baru saya kenal di *pesta*. (p. 17)

The English noun phrase ‘cocktail party’ containing definite article ‘a’ is translated into noun ‘pesta’ in Indonesia. The translator prefers to use that noun because there is no ‘cocktail party’ in Indonesia. This is a culture which is held in America and etc. A cocktail party is a largely informal social gathering generally featuring mixed drinks, light refreshments, and intimate guest list. The party may

include a variety of finger foods, light snacks, but the primary focus is generally on cocktails, good conversation. While a typical cocktail party often does live up to its expectation of flowing alcohol in an adult setting, it is not necessarily regarded as exercise in public intoxication. It might occur because the translator wants to emphasize the meaning and makes it easy to the readers to imagine and follow the story. And the translation shift entails the unit shift since a unit at one rank in the original text (noun phrase) is translated into a unit at a different rank in the target text (noun).

#### **Excerpt 4**

SL: He laughed so hard he almost drove his motorbike into **a fountain**. (p. 46)

TL: Dia tertawa terbahak-bahak sampai-sampai sepeda motor yang dikendarainya hampir menubruk *air mancur*. (p. 72)

It can be explored that the English noun phrase ‘a fountain’ is translated into noun ‘air mancur’ in Indonesia. It can be done because there is no other translation of that English word ‘air mancur’ which is categorized as compound word in Indonesian. Why the article ‘a’ in the ‘a fountain’ is not translated, because the word ‘air mancur’ is enough to make the sentence clear. The translation shift entails the unit shift since the word in the original is translated into different unit in the target language, so the unit shift of noun phrase to word occurred.

#### **Excerpt 5**

SL: I needed to make **some friends**. (p. 43)

TL: Saya perlu mencari *teman*. (p. 66)

The English noun phrase 'some friends' is translated into a noun 'teman' in the target text. Actually it can be translated into 'beberapa teman' which has the same unit shift as the original language but why the word 'some' in 'some friends' is not translated, because the noun 'teman' which also has the same meaning as the source language is appropriate located in the sentence, and the readers also understand although the phrase just translated into a noun. So that the unit shift of noun phrase to noun occurred.

#### **Excerpt 6**

SL: All his friends are the same friends he's had since childhood, and all from **the same neighborhood**. (p. 44)

TL: Semua temannya adalah teman-temannya sejak masa kanak-kanak, *tetangga*. (p. 70)

By looking at the above example, it can be seen that the translator uses a unit shift within the translation work. The translator translated the noun phrase 'the same neighborhood' into a noun 'tetangga' in target language. Why the word 'the same' in a phrase 'the same neighborhood' is not translated, because the word 'tetangga' look naturally than the translator translate 'tetangga yang sama'. Although the translator uses unit shift in the translation work but she does not make any different meaning of either in the source language or the target language. The unit shift of noun phrase to noun might occur because the translator wants to deliver the message by bringing the readers to imagine as if they truly involved in the story.

#### **Excerpt 7**

SL: So I ask around, and everybody agrees that, yes, there's been **a true shift** in Italy in the last ten to fifteen years. (p. 49)

TL: Jadi saya bertanya kesekeliling, dan setiap orang setuju, bahwa benar, telah terjadi **perubahan** di Italia dalam sepuluh sampai limabelas tahun berakhir ini. (p. 79)

Since the translator translated the word 'shift' containing an article 'a' and an adjective 'true' do not into 'sebuah perubahan yang nyata' but it is translated into noun 'perubahan' in the target language. Why a noun phrase 'a true' in 'a true shift' is not translated, because the word 'perubahan' represents the phase is considered enough and the meaning will sound natural than the translator translates a phrase 'sebuah perubahan yang benar'. It might occur because the translator wants to deliver the message by making the simple meaning in the story.

### **Excerpt 8**

SL: It's important that you choose early in life whether you are a Lazio fan or a Roma fan, because this will determine, to **a large part**, whom you hang out with every Sunday afternoon for the rest of time. (p. 50)

TL: Pentingnya untuk memilih di awal kehidupan, apakah kita pendukung Lazio atau pendukung Roma, karenapilihan ini, **umumnya**, akan menentukan dengan siapa kita akan berkumpul setiap Minggu sore sepanjang hidup kita. (p. 80)

From the above example, it can be seen that the English noun phrase 'a large part' in the source language is translated into a noun 'umumnya' in the target language. Actually that word can be translated into 'sebagian besar' which had the same word class such as the original but the translator prefers to use the unit shift within the translation work, so the unit shift of noun phrase to noun occurred.

### **Excerpt 9**

SL: There was an old man sitting behind me, stringing together such a **gorgeous flower-chain of curses** as he screamed down at the players on the field. (p.50)

TL: Ada seorang tua yang duduk di belakang saya, menegeluarkan banyak sekali **kutukan** ketika dia berteriak pada para pemain di lapangan. (p. 81)

The English noun phrase ‘a gorgeous flower-chain of curses’ is translated into a noun ‘kutukan’ in the target language. This is a culture, so that the translator translates this phrase into a noun ‘kutukan’ which is more acceptable and suitable with the Indonesian culture and it can be understood by the people in Indonesia. For the reason, the unit shift of noun phrase to noun occurred.

#### **Excerpt 10**

SL: And that’s why I called my friend Sofie and said, “Let’s go down to Naples for the day and eat **some pizza!**” (p. 56)

TL: Dan itulah sebabnya saya menelepon teman saya Sofie dan mengatakan, “Mari kita menghabiskan waktu satu hari di Naples dan makan **pizza!**” (p. 92)

The English noun phrase ‘some pizza’ in the source language is translated into a noun ‘pizza’ in the target language. Why the word ‘some’ in target language is not translated by the translator, because the word ‘pizza’ is feasible for her to the reader in order making simple mean without changes the true meaning. That is why it is included into unit shift because from the noun phrase is translated into noun.

#### **4.2.2.2 Noun Phrase to Clause**

The translation shift of noun phrase which is translated into noun can be explained in the following examples:

#### **Excerpt 11**

SL: **My initial suggestion** was that we sell the house and divide all the assets fifty-fifty; it never occurred to me we'd proceed in any other way. (p. 16)

TL: ***Pada mulanya saya menyarankan*** kami menjual rumah dan asset kami dibagi lima puluh-lima puluh; tidak pernah terpikir oleh saya, kami menempuh cara lain. (p. 19)

It can be shown in the above example that the English phrase 'My initial suggestion' is translated into clause 'Pada mulanya saya menyarankan' in Indonesia. It is occur because there is an adverb 'pada mulanya' within the target of language to indicate condition which is categorized as adverbial clause. It can be explored that the translation shift entails the unit shift since the noun phrase of the source language is translated into a clause in the target language.

#### 4.2.3 Class Shift in Elizabeth Gilbert's Novel *Eat, Pray, Love*.

Table 4.2 Unit shift in translation found by researcher in the novel *Eat, Pray, Love* which is translated into *Makan, Doa, Cinta* by Silamurti Nugroho.

No.	Class Shift	Number	Percentage
1.	Noun Phrase to Verb	1	1%
2.	Noun Phrase to Verb Phrase	10	8%
3.	Noun Phrase to Adjective	1	1%
Total Number/Percentage (%)		12	100%

From table 4.2, it can be seen that there are 3 kinds of class shift used in the novel. And those are translation shift of noun phrase into verb which has 1

numbers of shift (e.g. *a my wildest imagination* is translated into *membayangkan*) and the translation shift of noun phrase into verb phrase which has 10 numbers shift (e.g. *a hairshirt-wearing French King* is translated into *memakai kemeja raja Perancis yang terbuat dari bulu kuda; elitist language* is translated into *menganut paham elit*) The other translation shift is translation shift of noun phrase into adjective which has 1 number of shift (e.g. *generous admission* is translated into *jujur; a pity* is translated into *menyedihkan*). The shift of noun phrase into noun is dominant because the number is the most if compare than the other.

#### **4.2.4 Discussion of Unit Shift**

The unit shift of noun phrase to word can be explained in the following examples:

##### **4.2.4.1 Noun Phrase to Verb**

The unit shift of noun phrase to verb can be explained in the following examples:

##### **Excerpt 1**

SL: At the bottom of that strangeness was the abysmal fact that we were both doing something the other person would never have conceived possible; he never dreamed I would actually leave him, and I never in *my wildest imagination* thought he would make it so difficult for me to go. (p.14)

TL: Di atas segala keanehan itu adalah kenyataan adanya jurang dimana kamu berjuang melakukan sesuatu yang tidak dimengerti oleh orang lain; suami saya tidak pernah bermimpi bahwa saya tidak pernah akan meninggalkannya, dan saya dalam angan-angan terliar saya tidak pernah *membayangkan* bahwa suami saya tidak dengan begitu mudah membebaskan saya. (p. 18)

By looking at the example above, the English noun phrase ‘my wildest imagination’ is translated into a verb ‘membayangkan’ in the target text. It might

occur because if that phrase translated into word for word in Indonesian, the meaning will sound unnatural. So the translator uses unit shift of noun phrase to verb in translation work to emphasize the meaning and makes it easy to the readers to imagine the story.

#### 4.2.4.2 Noun Phrase to Verb Phrase

The class shift of noun phrase to verb phrase is found in the novels by the researcher and it is explained in the following example:

##### Excerpt 2

SL: I'd call her after every session with **a debriefing of everything** I'd realized in my therapist's office, and she'd put down whatever she was doing and say, "Ah . . . that explains a lot." (p. 62)

TL: Saya akan menelepon dia setelah setiap sesi dan *menceritakan kepadanya semua yang terjadi* di kantor ahli terapi, dan dia akan meletakkan apa saja yang sedang dikerjakannya dan berkata, "Ah....itu menjelaskan banyak hal." (p. 105)

It can be seen that the English noun phrase 'a debriefing of everything' in the above example, containing indefinite article 'a' is translated into verb phrase 'menceritakan kepadanya semua yang terjadi di kantor ahli terapi' in Indonesian. It might occur because if that phrase translated into word for word in Indonesian, the meaning will sound unnatural. So the translator uses unit shift of noun phrase to verb phrase in translation work with take a verb 'menceritakan' to emphasize the meaning.

##### Excerpt 3



SL: Like that punk little grammar-school girl on the back of her older cousin's motorbike, who flipped me the finger and **a charming smile** as she drove by, just to make me understand, "Hey, no hard feelings, lady." (p. 56)

TL: Seperti anak perempuan yang masih bersekolah di sekolah dasar itu yang berboncengan di atas motor sepupunya yang lebih tua yang menyentak jari saya dan *tersenyum manis* ketika mereka melewati saya, hanya untuk membuat saya mengerti, "Hai, jangan marah, nona." (p. 93)

The English noun phrase 'a charming smile' is translated in to verb phrase 'tersenyum manis' in Indonesian. The Indonesian word derived from noun phrase 'tersenyum manis' acquiring an augmentation of 'ter-' prefix. It might occurred because the translator wants make the same level with the word before. In the novel is wrote 'menyentak' which categorized in verb, so the translator translate 'tersenyum' which categorized in verb too. Since there is an augmentation, the Indonesian word becomes verb phrase.

#### **Excerpt 4**

SL: **My initial suggestion** was that we sell the house and divide all the assets fifty-fifty; it never occurred to me we'd proceed in any other way. (p. 16)

TL: *Pada mulanya saya menyarankan* kami menjual rumah dan asset kami dibagi lima puluh-lima puluh; tidak pernah terpikir oleh saya, kami menempuh cara lain. (p. 19)

It can be shown in the above example that the English noun phrase 'My initial suggestion' is translated into verb phrase 'Pada mulanya saya menyarankan' in Indonesia. The Indonesian word derived from noun phrase 'saran saya' acquiring augmentation of 'me -' prefix and '- kan' suffix and it might occurred because if the phrase translated into word for word in Indonesian, so the meaning will sound unnatural for the readers. And that the translate conducting a relation process which involves state of doing.

### Excerpt 5

SL: He felt that Latin was a corrupted, **elitist language**, and that the use of it in serious prose had “turned literature into a harlot ” by making universal narrative into something that could only be bought with money, through the privilege of an aristocratic education. (p. 35)

TL: Dia merasa bahasa Latin adalah bahasa yang buruk, *menganut paham elit* dan menggunakan bahasa tersebut dalam prosa yang serius akan “mengubah kesusteraan menjadi pelacur dengan membuat narasi universal ke dalam sesuatu yang hanya dapat dibeli dengan uang, melalui hak istimewa dari pendidikan aristocrat. (p. 53)

The English noun phrase ‘elitist language’ is translated into verb phrase ‘menganut paham elit’ in the target language. Actually, a verb phrase ‘menganut paham elite’ can be replaced into noun phrase ‘paham elite’ which has the same categorization as the original, but the translator acquiring augmentation of word ‘menganut’ which categorized in verb wants to make the same level with the word after that phrase ‘menggunakan’ which is categorized in verb too. For the reason, the unit shift of noun phrase to verb phrase occurred.

### Excerpt 6

SL: Not to mention that I have finally arrived at that age where a woman starts to question whether the wisest way to get over the loss of one beautiful brown-eyed young man is indeed to promptly invite another one into **her bed**. (p. 9)

TL: Tidak perlu dikatakan bahwa saya akhirnya sampai pada usia di mana seorang wanita mulai bertanya apakah cara yang paling bijaksana untuk mengatasi kehilangan seorang pria muda dengan mata coklatnya yang indah adalah dengan mengundang pria lain untuk *tidur bersamanya*. (p. 7)

The noun phrase ‘her bed’ in the source language is translated into a verb phrase ‘tidur bersamanya’ in the target language. The noun phrase ‘her bed’ can not be translated ‘tempat tidurnya’ in the target text, because the content is not match

if it is suit with the others word. So the translator uses unit shift of noun phrase to verb phrase in translation to make the similar meaning.

### **Excerpt 7**

SL: These strings of beads are called japa malas. They have been used in India for centuries to assist devout Hindus and Buddhists in staying focused during **prayerful meditation**. (p. 7)

TL: Japa Malas ini telah digunakan di India selama berabad-abad untuk membantu umat Hindu dan Budha yang setia agar mereka fokus dalam **melakukan doa meditasi**. (p. 1)

From the text above example, the English noun phrase ‘prayerful meditation’ is translated into verb phrase ‘melakukan doa meditasi’ in Indonesian which is derive from the noun phrase ‘doa meditasi’ acquiring an augmentation of ‘melakukan’ prefix. It might occur because if that phrase was translated into word for word in Indonesian, the meaning will sound unnatural. And it conducting relation process which involves state of doing, so that the unit shift of noun phrase to verb phrase occurred.

### **Excerpt 8**

SL: “Saint Louis . . . well, he was a **hairshirt-wearing French king**, actually, which is interesting because. . .” (p. 62)

TL: “St. Louis. . .baiklah, dia **memakai kemeja raja Perancis yang terbuat dari bulu kuda**, yang cukup menarik karena. . .” (p. 105)

The English noun phrase ‘hairshirt-wearing French king’ in the source language is translated into a verb phrase ‘memakai kemeja raja Perancis yang terbuat dari bulu kuda’ in the target language. It can be done because the word ‘memakai’ is located in the first of phrase. And the word ‘memakai’ which is

categorized into a verb. Actually the translated of English noun phrase ‘hairshirt-wearing French king’ is ‘raja Perancis yang memakai kemeja yang terbuat dari bulu kuda’. Why it is might occur, because the translator wants make the sound natural to the readers who read this novel. Because of there are defferent rank from the source language to the target language, so the class shift occur.

### **Excerpt 9**

SL: In the years since then, I’ve found that voice again in times of code-orange distress, and have learned that the best way for me to reach it is **written conversation**. (p. 40)

TL: Tahun-tahun setelah kejadian itu, saya menemukan suara itu kembali di saat saya mengalami kesedihan, dan saya telah belajar bahwa cara terbaik untuk bertemu dengannya adalah dengan *berbicara melalui tulisan*. (p. 63)

From the text above, the English noun phrase ‘written conversation’ in the source language is translated into ‘tulisan’ in the target text language. Actually the word ‘tulisan’ can be replaced into a noun phrase ‘percakapan tertulis’ which has the same unit shift as the original, but the translation prefers to use the word ‘tulisan’ whose meaning if compared to the source language is similar. Because of that, the class shift of noun phrase to noun occurred.

#### **4.2.4.3 Noun Phrase to Adjective**

The translator uses an adjective in translating the noun phrase of the source language in order to reach the readability of the translation work. The following is the example of translation shift of noun into adjective:

**Excerpt 10**

SL: This is **a pity**, and also very telling. (p. 68)

TL: Ini *menyedihkan* dan juga bisa dimengerti. (p. 117)

In the above example, it can be seen that the English noun phrase 'a pity' is translated into adjective 'menyedihkan' in Indonesian that is derived from the noun phrase 'sebuah kesedihan'. It becomes adjective since 'me -' (in Indonesian) prefix added on those words. Why it is occur?, it might occur because the word 'pity' and 'menyedihkan' is an equivalence. So, because between that word there is a different rank is called class shift.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The conclusion is explained based on the formulated research questions in the first chapter, which the suggestion is intended for giving information to the researchers or the readers who are interested in using the same theory in analyzing a data. After analyzing the research findings and discussing them, finally the researcher can draw the conclusion and give some suggestions to the readers and to the future researchers which is wished it will be useful for them. The explanation is as follows:

#### **5.1 Conclusion**

Based on data analysis in the previous chapter, it can be concluded that there are 2 kinds of translation shift of noun phrases occur in *Eat, Pray, Love* by Elizabeth Gilbert and its Indonesian version *Makan, Doa, Cinta* by Silamurti Nugroho. The category shift are unit shift and class shift used in the novel which are included in five types proposed by Catford as cited in Hatim and Munday, (2004 : 26) there are unit shift of noun phrase to verb, unit shift of noun phrase to verb phrase, unit shift of noun phrase to adjective, class shift of noun phrase to word, and class shift of noun phrase to clause.

The researcher found 12 class shift in *Eat, Pray, Love*. Those are: Translation shift translation shift of noun phrase into verb which consists of 1 number with the total percentage 1%; Translation shift of noun phrase into verb phrase which consists of 10 numbers with the total percentage 8%; Translation shift of noun phrase into adjective which consists of 1 numbers with the total percentage 1%.

Moreover, the researcher found 99 unit shift types in *Eat, Pray, Love*. Those are: translation shift of noun phrase into word which consists of 98 numbers with the total percentage 99%; and translation shift of noun phrase into clause which consists of 1 numbers with the total percentage 1%.

On the other words, it can be summarized that the class shift of noun phrase to word is the most dominating translation shift used in the novel which has 103 numbers of class shift and the fewest number used is class shift of noun phrase to clause which only has 1 number of translation shift.

Those types of translation shift which found in the novels are included into category shift because there are different unit and class between the source language and the target language within the translation work. Those types occurred in order to make the meaning become more acceptable and readable by the readers in the target language.

## **5.2 Suggestion**

After the results of data analysis which have been obtained, the suggestions that can be followed through in this research are:

### **1. For the Readers**

It is wished that by reading the readers understand about translation shift much more than they do before. Moreover, for the readers who are interested in studying translation further, they can study other translation shift which have not been analyzed in this study.

### **2. For the future researchers**

It is wished that the future researchers should be able to develop this research in terms of translation shift through different field of discourse such as poems, short stories, bible, scientific field, etc.





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