

**A TRANSLATION ANALYSIS ON RANK SHIFT OF
“PERJALANAN SALMON PINK” BY KOKO NATA INTO
“THE JOURNEY OF PINK SALMON” BY ANNISA**

THESIS

**Presented in the Partial Fulfillment of the Requirements
for the Completion of Strata 1 Program
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Specialized in Translation**



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STATEMENT OF ORIGINALITY

I hereby certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis, opinions or findings of others are cited with respect to ethical standard.

Semarang, March 6, 2012

Diah Ayu Perwitasari

MOTTO

Verily for the sake of Allah Ta'ala,
the youth's life should be fulfilled just by knowledge
and taqwa/fears (having the knowledge and fearing of AllahTa'ala),
because without both of them,
they are not considered as present (in this life)
(Imam Syafi'i)

DEDICATION

For :

My Almighty God (Allah Ta'ala)

My beloved Parents

My brother

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Alhamdulillah wa syukurillah, all praised is due to Allah Ta'ala, the most Gracious and the most Merciful who always blesses me, gives me guidance and always shows me the best way to face the world, and Prophet Muhammad Shallallahu 'alayhi wa sallam, my hold high and guide, who spreads of Allah Ta'ala's mercy and apocalypse for the universe. I could complete this thesis without any significant obstacles.

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Semarang, March 6, 2012

Diah Ayu Perwitasari

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ABSTRACT

The thesis entitled Rank-Shift Translation in “Perjalanan Salmon Pink” by Koko Nata” into “The Journey of Pink Salmon” by Annisa. has two objectives, they are: to find out if there is upward rank-shift translation and to find out downward rank-shift translation .

This research used descriptive qualitative research method that is describing the fact systematically and accurately, and describing the population and the evidence factually. The data of this study were taken from “Perjalanan Salmon Pink” by Koko Nata into “The Journey of Pink Salmon” short story that is translated from Indonesian into English. After the data were collected, the following steps are analysing them; identifying the upward rank-shift translation and identifying the downward rank-shift translation occurred in “Perjalanan Salmon Pink by Koko Nata” into “The Journey of Pink Salmon short story.

The result shows that there are 43 (79,63%) of upward rank-shift translation and 11 (20,37%) of downward rank-shift translation. There are two reasons in using the rank-shift translation; differences in grammatical between the source language and the target language; and differences in culture of both source language and target language.

CHAPTER I

INTRODUCTION

15.1 Background of the Study

Language is the expression of human communication through which knowledge, belief, and behavior can be experienced, explained, and shared. As a means of communication, language plays an important role in our lives. It is included in verbal communication, where the communication occurs between two people or more in doing the activities as listening, speaking, writing and reading.

According to The New International Webster's Comprehensive Dictionary of the English Language (2003: 716), language means:

“The expressive and communication of emotion/ideas between human being by means of speech and hearing, the sound spoken or heard being systematized and confirmed by usage among a given people over a period of time” or “The words forming the means of communication among members of a single nation or group at a given period”.

People around the world use language to communicate with others. Surprisingly, languages around the world are countless. This is the main problem for some people to communicate with other people who speak different languages. technology and literature.

Translation is useful in many aspects, they are : education, literacy, trade, entertainment, information and etc. Translation, by dictionary definition, consists of changing from one state of form to another, to turn into one's own or another language (*The Meriam Webster Dictionary, 1974*). Translation is basically a change of form. When we speak of the form of language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc, which are spoken or written. These forms are referred to as the surface of a language. In structural part of language which is

actually seen in written text or heard in speech. In translation, the form of the source language is replaced by the form of the receptor (target) language.

In Indonesian, translation plays a prominent role in transferring technology and literature. However, to conduct a translation is not an easy thing to do. It is difficult to establish an equivalent translation from English to Indonesian since they have different system and structure. In translation, a property of specific language can be expressed and must be expressed in another language. To produce a good translation, a competent translator has to be able to understand ideas and thoughts, including the messages expressed in the source language (SL) and representing them into the target language (TL). The translation cannot always match the same content in TL.

Catford (1969 : 20) states that “Translation is the replacement of textual material in one language (Source Language) by equivalent textual material in another language (Target Language). It means that in translating one must find the equivalence of source text. While Larson (1984 : 17) said that in translating texts, a translator should reproduce it which communicates the same message as the source language but using the natural grammatical and lexical choices of target language.

Translation studies, the discipline which concerns itself with the theory and practice of translation, has come of age and its maturing very quickly. Nevertheless, a number of obstacles remain and should be overcome if the discipline develops further. To begin with, the acts of translating and translation teaching have, until fairly recently, been kept separate from 'research' and related activities.

The polarisation is historical and its evidence of the misleading demarcation lines that are often too readily drawn between theoretician and practitioner in many disciplines. Theory and practice are ultimately complementary and, particularly in a field such as translation, the distinction needs to be re-examined. Another obstacle in the development of translation studies has to do with a distinction traditionally made between linguistics and the range of discipline within which translation is studied. This somewhat arbitrary division has militated against the fostering of an

interdisciplinary approach to the study of translation as an important form of intercultural communication.

In another word, Catford in Leonardi (2000 : volume 4) proposed very board types of translation in terms of three criteria, there are : (1) The extent of translation (full translation vs partial translation); (2) The grammatical at which the translation equivalence is established (rank-bound translation vs unbounded translation; (3) The levels language involved in translation (total translation vs restricted translation). This study would refer only to the second type of translation.

Catford also argues in Leonardi (2000 : volume 4) that there are two main types of linguistic level (e.g grammar) has a target language equivalent at a different level (e.g lexis), and category shifts which are devided into four types : (1). Structure-shifts, which involved grammatical change between the structure the source language and that of the target text; (2) Class-Shift, when a source language items is translated with a target language item that belongs to a different grammatical class, i.e A verb may be translated with a noun; (3) Unit-Shift, which involve changes in rank; and (4) Intra-System Shifts, which occur when source language and target language possess systems which approximately correspond formally as their contitution, but when translation involves, when the source language singular becomes a target plural.

This thesis is specified to analyze the unit/rank shift translation especially used in Koko Nata's Short Story “Perjalanan Salmon Pink” into “The Journey of Pink Salmon” by Annisa. The researcher chooses this book because the researcher found there are several rank shifts and is interested in the uniqueness of rank shifts translation. In upward rank shift translation, word in source text can be translated into phrase, clause, or sentence, and on the other hand, phrase, clause or sentence in downward rank shift translation can be word.

15.2 Statement of the problem

The problem of this study can be stated as follows : What rank shifts are found in the translation of Koko Nata's short story “Perjalanan Salmon Pink” into “The Journey of Pink Salmon”?

15.3 Scope of the Study

This study is an attempt to discover rank shifts in the translation of Koko Nata's short story "Perjalanan Salmon Pink" into "The Journey of Pink Salmon".

15.4 Objective of the Study

Related to the statement of the problem, the aim of the study can be stated as follows : To find out if rank shifts translation employed in Koko Nata's short story "Perjalanan Salmon Pink" into "The Journey of Pink Salmon" by Annisa.

15.5 Significance of the Study

The result of the study is expected to give contribution for the writer, Dian Nuswantoro University and anybody who reads this study. In details, it is hoped that the result of the study can be :

1. A contribution for the writer, to get more knowledge especially about the rank shifts of translation.
2. A reference for Dian Nuswantoro University, particularly for English Department in translation to get and learn more about the knowledge of translation especially in rank shifts.
3. A reference for any readers, to understand more about the translation especially in rank shifts in translating English text to Indonesian text.

15.6 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 translator, translation, process of translating, translation methods, types of translation, principles of translation, , rank-shifts translation, category of shift, english grammar and what meaning is.

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

Chapter IV is data analysis that consists of the rank-shifts translation, they are Upward rank-shifts translation and Downward rank-shifts translation that Occur in Koko Nata's short story "Perjalanan Salmon Pink" into "The Journey of Pink salmon by Annisa"

Chapter V is conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

To analyze a rank-shifts translation, the researcher needs references which are related to translation analysis. The theories discuss about translator, translation, process of translating, translation methods, types of translation, principles of translation, rank-shifts translation, category shift, English grammar, and meaning.

15.7 Translator

According to Hornby, translator is a person who translates writing or speech into different language, especially as a job (2000: 1382). In Indonesian language, translator means “penerjemah” or “alih bahasa” (Echols and Shadily, 1992: 601).

According to Snell-Hornby in *Routledge Encyclopedia of Translation Studies*, the text cannot be considered as a static specimen of language (an idea still dominant in practical translation classes), but essentially as a verbalized expression of an author’s intention as understood by the translator as reader, who recreates this whole for another readership in another culture (1988: 2). It is essential that the result of analysis can be transferred from language A to language B, that is, from the source language to the receptor language or target language. But this must take place in someone’s brain, and the translator is the person whose brain the actual transfer takes place.

Since the transfer must take place in someone’s brain, it is inevitable that certain personal problems are likely to distort the process. The personal problems which confront the average translator are not, of course, the result of any conscious bias against his task or the content of the message. Perhaps some of the most important problems may be stated in terms of the relationship of the translator to the subject matter, the target language, the nature of communication and the procedures which the translator should use. It should be pointed out that various personal

problems may in some cases can be more prevalent among national that among foreign translators or vice versa.

In order to get a good translation, there are five principles for the translator :

1. The translator must fully understand the sense and the meaning of the original author, although he is at liberty to clarify obscurities.
2. The translator should have a perfect knowledge of both source language and target language.
3. The translator should avoid word-for-word rendering.
4. The translator should use forms of speech in common use.
5. The translator should choose and order words appropriately to produce the correct tone.

Machali (2000: 11) states that “A translator should have good mastery in both SL (source language) and TL (target language) skill in handing the source text in the key in successful translation.”

15.8 Translation

Knowing the definition or the theory of translation is important. Bell (1991 : 22) states that “the purpose of translation theory is reach an understanding of the processes undertaken in the act of translation and not as is so commonly misunderstood to provide a set of norms for effecting the perfect translation.”

There are different definitions about translation that are given by many theorists, such as :

1. Translation can be defined as the transfer of material in one language to another language, with the linguistic patterns maintained as closely as

possible - phonologically, syntactically, sematically, as well as stylistically. (Lehmann, 1972 : 256)

2. Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf. (Brislin, 1976).
3. 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 another language. (Newmark, 1981 : 7)
4. Translation involves the 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 similiar and (2) the structure of the SL will be prserved as closely as possible, but not so closely that the target language structure will be seriously distorted (McGuine, 1980 : 2)

Based on the four definition available it can be synthesized that most of the theorists pointed that translation is a process of replacing or rendering or transferring the message or meaning or thought or idea of source language as closely as possible into the target language.

15.9 Process of Translating

The process of translation is series of activities which are done by a translator at the time s/he transfers the message from the source language into the target language (Nababan, 1997: 6). A translator has to be careful in doing the activity of translation, because a mistake in one point can cause mistakes in another point. If this happens, the result of the translation will be less satisfying. According to Newmark (1998: 19), there are four processes of translation:

1. The SL text level, the level of language, where one begins and which one continually (but not continuously) goes back to. This is the level of literary

translation of the source language into the target language; the level of translation has to be limited, but also acts as connective of paraphrase and the paper-down of synonyms. Translation is preeminently the occupation in which the translator has to be thinking several things at the same time.

2. The referential level, the level of object and events, real or imaginary, which progressively have to be visualized and built up, and which is an essential part, first of the comprehension then reproduction process. One should not read a sentence without seeing in the referential level, whether text is technical or literary or institutional, one has to make up mind summarily and continuously.
3. The cohesive is more general and grammatical, which trace the train of thought, the feeling positive or negative tone and the various presuppositions of the SL text. This level encompasses both comprehension and reproduction. It presents an overall picture, to which the language level has to be adjusted. This level also links the first and the second level. It follows both the structure and the moods of the text.
4. The level of naturalness, of common language appropriate to the writer or the spoken in certain situation. Natural depends on the relationship between the writer and the readership and the topic or situation. What is natural in one situation may be unnatural in another, but everyone has a natural, "neutral" language where spoken and informal written languages more or less coincide.

According to Nida and Taber in Hoed (1993: 57), the processes of translation are:

1. Analysis (learning the source text) It is the first step in which the content and the purpose in the source text is entirely be read and be understood.
2. Transfer (replacing the substance of source language with its equivalence substance of target language). In this step, the message in the source text is transferred into the target text. The message can be a content idea or thought.

3. Restructure (adapted the translated text to the turn of reader). Restructure means rearrange. In other words, after transferring the message from source text into the target, a translator has to rearrange.

According to Larson (1984: 17), when translating a text, translator's goal is an idiom his translation which makes every effort to communicate their meaning of the source text into the natural forms of the receptor language. Behind this simple process lies various activities like checking grammar, syntax, idioms, semantics and the like of the source language and also the culture of its speaker. The translator needs in-depth knowledge in decoding and then the re-encoding the meaning in the target language. In many cases, it is necessary that the translator's knowledge of the target language is more important than this knowledge of the source language.

The following is the process that is usually followed by all to ensure a well written, an accurate translation:

1. The document that is to be translated is assigned to a person who is well versed with the native language is that which the document is being translated into.
2. The document is edited by a person who is fluent in both source and target languages. Accuracy, grammar, spelling and writing style are checked in the editing stage.
3. The document is proofread by a person who is fluent in both languages. It is also necessary to check spelling and layout.
4. Finally, before the document goes to the client, the document is further rechecked to ensure that the translation is correct, there is no missing text and the layout is perfect (<http://www.thelanguagetranslation.com/translation-process.html>).

15.10 Translation Methods

Translation Methods According to Newmark (1988: 45), there are eight translation methods. The methods in these contexts are in principles which provide

the basic of the way people translating text which obviously headed to the kind of translation.

Translation can be done by choosing one of the eight methods. The methods can be classified into two: four of them are oriented in source language (SL Emphasis) and the other four are oriented in target language (TL Emphasis). It can be seen in the figure below:

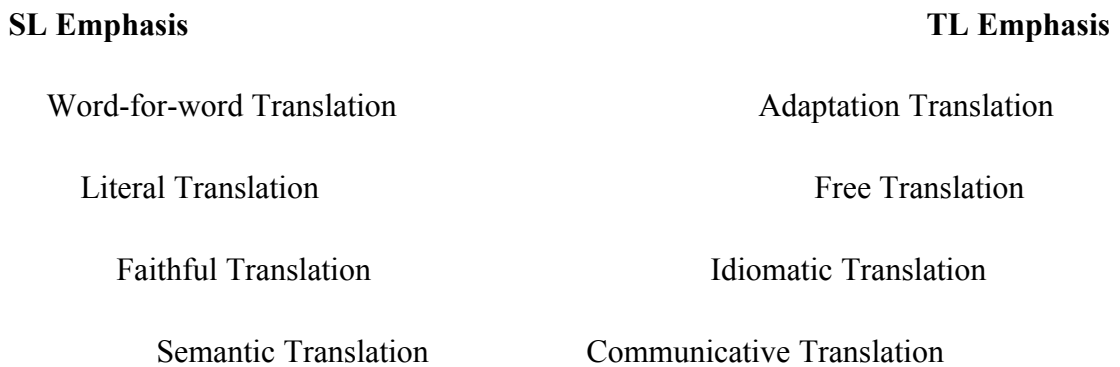


Figure 2.1 Translation Methods (V. Diagram)

Source: Newmark, Peter. 1988. A Textbook of Translation. Uk: Prentice Hall.

Translation methods are related to the whole texts, on the other hand translation procedures are used for sentences and smaller units of language. Transference is the process of transferring the source of language word to a target language word.

A translation methods. From the figure above, it can be explained that the eight methods of translation are:

1. Word-for-word Translation

The source language word order is preserved and the words translated singly by their most common meanings out of context. The use of word-for-word translation is to understand the mechanic of the source language or to construe a difficult text as a pre-translation process.

Example:

(SL) I can sing

(TL) Aku bisa menyanyi

2. Literal Translation

The source language grammatical constructions are converted to their nearest target language equivalents, but the lexical words are translated singly, out of context.

Example:

(SL) Don't bring my book!

(TL) Jangan bawa bukuku!

3. Faithful Translation

Faithful translation attempts to reproduce the process contextual meaning of the original within to constraint of the target language grammatical structure. It attempts to be completely faithful to the intentions and the text-realization of the source language writer.

Example:

(SL) Lady Diana was a princess of England.

(TL) Lady Diana adalah seorang putri Inggris.

4. Semantic Translation

Semantic translation may translate less important cultural words by culturally neutral third or functional terms but not cultural equivalent and it may make other small concessions to the relationship.

Example:

(SL) He is a couch-potato.

(TL) Dia seorang pemalas.

5. Adaptation

This is the “fresh” form of translation. It is used mainly for plays (comedies), poetry, the source language culture converted to the culture and the text rewritten.

Example:

(SL) The rising sun is found not to be a rising sun, it is the world which goes round.

(TL) Matahari terbit ternyata bukan matahari terbit, dunialah yang mengorbit.

6. Free Translation

It reproduces the matter without the manner, or the content with the form of the original.

Example:

(SL) I'm running out of money.

(TL) Aku kehabisan uang.

7. Idiomatic Translation

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

Example:

(SL) I'm going to catch a cold.

(TL) Aku mulai masuk angin.

8. Communicative Translation

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

Example:

(SL) Beware of dog!

(TL) Awas ada anjing!

Translation methods are related to the whole texts, on the other hand translation procedures are used for sentences and the smaller units of language. Transference is the process of transferring the source of language word to a target language text a translation procedure.

15.11 Types of Translation

Catford (1965 : 21) states there are 3 types of translation related to the rank of grammatical hierarchies, namely (a) Word for word translation, (b) Literal Translation, and (c) Free translation.

1. Word for word translation

In word for word translation, the translator pays attention to the system of source language, and then translates them word for word. In another word, word for word translation is what is written in the source language. Catford (1974:25) states that word for word translation generally means what it says : i.e is essentially rank bounded at work rank but may include some morpheme equivalence.

2. Literal Translation

In connection with literal translation, Catford (1965, 25) says that : A literal translation lies between these extreme, it may start as it were word for word translation, but makes change in conformity with target language grammar (e.g

inserting additional word, changing at any rank, etc) this makes it group-group of close-close translation. A literal translation begins from word for word translation and then makes changes the conformity of source language grammar to the target language grammar. The type is the most suitable to be applied when the structure of source language and target is different.

3. Free Translation

The focus of this type of translation is on the messages and ideas of source language text. This type is not only showing the equivalence of the message, but also at the equivalence of style which has a larger unit than grammar. Catford states : “A free translation is always unbounded -equivalences shut up and down the rank scale, but tend to be higher rank, sometimes between target unit than the sentence” (1965 : 25). In free translation the translator has a freedom to express and reproduce the message of the original text in the translator's own way or style. The translator can interpret the meaning and structure of source language and represents into target language by using different structure, but the target language should be equivalent with the source language. Moreover, in order to classify the message, the translator needs to make changes and he may expand or reduce certain words.

15.12 Principles of Translation

According to Vinay and Darbelnet (1995), there are some qualities according to which translation can be judged as good or not. They include the following three basic qualities.

1. Accuracy

It means correct exegest (interpretation) of the source message, and transferring the meaning of that message as exactly as possible into the target language.

2. Clarity

There may be different ways of expressing an idea ; a translator normally chooses the way that communicates most clearly ; the way that ordinary people will understand.

3. Naturalness

It is important to use the natural form of the target language, if the translation is to be effective and acceptable. A translation should not sound foreign. The translator is constantly struggling to achieve the ideal in all these three areas. It is not an easy work, when it seems impossible to reconcile all three, then “accuracy” must have priority.

15.13 Rank-Shift of Translation

Rank-shifts often occur in translation. Catford (1974: 8) states “A source language item at one linguistic level has a target language translation equivalent at different level”. It means that a unit of source language sometimes can be translated and changed into a different level of target language.

Catford defines level shifts as a source language item at the linguistic level has a target language translation equivalent at a different level, i.e. Phonology, graphology, grammar, and lexis He has pointed out that translation between the levels of phonology and graphology or vice versa is impossible. But level shifts would be something which is expressed by grammar in one language and lexis in another.

Example:

(SL): He is writing some short stories.

(TL): Ia sedang menulis beberapa cerita pendek.

That example above, to be + Ving (grammar) in English language is translated by lexicon 'sedang' in Indonesian.

As what Nida and Taber (1974: 163) says that “In the process of transfer from one linguistic and cultural structure to another, it is almost inevitable that the resulting translation will turn out to be longer. Sometimes some words in the source language is translated into the higher rank of target language in case of there is no equivalent in the same rank of target language. Therefore, a translation may be looked like an explanation of the source text.” ((Taken from Aida Husna's thesis, 2009, page on 19).

According to the rank-shifts, Catford (1974: 8) states :“In all language we find ‘Chinese box’ arrangement of unit, in which a unit may sometime operated in the structure of the same or lower rank”. It means that in rank-shifts, the unit of source language can be translated from a higher into lower rank or from a lower into a higher rank.”

According to Catford in *A Linguistic Theory of Translation*, by a shift of level means that a SL item at one linguistic level has a TL translation equivalent at a different level. There are two levels of rank-shifts in translation, namely upward rank-shifts and down rank-shifts.

1 Upward Rank-shifts

Upward shifts take place when a source language unit is substituted by a higher in-rank target language unit.

Example :

a. Word to phrase :

- Girl --- *anak perempuan*

- Stallion --- *kuda jantan*

- Puppy --- *anak anjing*

b. Phrase to clause :

- Not knowing what to say (he just kept quiet) – *karena dia tidak tahu apa yang hendak dikatakannya (....)*
- After reading the letter, ... --- *setelah dia membaca surat itu*

c. Phrase to sentence :

- His misinterpretation of the situation (caused his downfall) --- *dia salah menafsirkan keadaan (dan itulah yang menyebabkan kejatuhannya.*

d. Clause to sentence :

- (Her unusual voice and singing style thrilled her fans), who reacted by screaming, crying and clapping --- *(Suaranya yang luar biasa dan gayanya bernyanyi memikat para penggemarnya) Mereka memberikan reaksi dengan berteriak-teriak dan bertepuk tangan*

e. Sentence to passage :

- Standing in a muddy jungle clearing strewn with recently felled trees, the Balinese village headman looked at his tiny house at the end of a line of identical buildings and said he felt strange --- *Kepala kampung orang Bali itu berdiri di sebuah lahan yang baru dibuka di tengah hutan. Batang-batang pohon yang baru ditebang masih berserakan di sana-sini. Dia memandang rumahnya yang kecil yang berdiri di ujung deretan rumah yang sama bentuknya dan berkata bahwa dia merasa aneh.*

2 Downward Rank-shifts

Downward shifts take place when a source language unit is substituted by a lower-in-rank target language unit.

Example :

a. Phrase to word :

- *Anak anjing* --- Puppy
- *Kuda jantan* --- Stallion.
- *Kayuh bersama* --- Paddle.

b. Clause to word :

- *Apa saja* --- Anything
- *Tidak ada* --- Nothing

c. Sentence to word

- *Tidak ada harapan* --- Hopeless.

2. 8 English Grammar

Grammar is very important within the English language, since it is, in effect, the glue that holds the language together. With the use of incorrect grammar, sentences can become meaningless and their message is unclear. This means that you aren't able to communicate effectively and the person who is reading your work may well be quite confused as to your meaning.

In effect, grammar is the way in which sentences are structured and the language is formatted, so whilst it may be considered a bit boring to study correct grammar, it really is worth the time and effort. If you don't know the rules of grammar, then you will never be able to communicate clearly and effectively in the English language. So, the researcher includes the grammatical theories to show why is grammar so important.

2. 8.1. The word

Words can be grouped together into word classes. Word classes can be grouped into two, they are:

a. Major word class

There are four major word classes:

1. Noun,

For example: I have read the *book*

2. Adjective,

For example: He has a *big* house

3. Adverb,

For example: We arrived *late*

4. Verb,

For example: I *write* a novel

b. Minor word class

The minor word classes are:

1. Prepositions,

For example: I will see you *after* Sunday.

2. Conjunctions,

For example: She is beautiful *but* dumb.

3. Articles,

For example: I saw *a* boy on *the* street.

4. Numerals,

For example: She was the *first* to arrive.

5. Pronouns,

For example: *We* saw *her* at the movie.

6. Quantifiers,

For example: *Someone* must have left the door open.

7. Interjections,

For example: *Aha*, is that how it works?

2.8.2. The phrase

A phrase is a constituent that can be identified based on the word class membership of at least one of its most important constituent. The following phrases can be distinguished:

a. Noun phrase,

For example: Jeanne is *the best student of his class*

b. Adjective phrase,

For example: It made her *very sad* to see his son in the hospital

c. Adverb phrase,

For example: The problem was discussed *too broadly to provide any real insight*

d. Verb phrase,

For example: You *should have* come a little earlier.

e. Prepositional phrase,

For example: He will be back *by the end of the year*

2.8.3. The Clause

A clause is a word or group of words ordinarily consisting of a subject and a predicate, although in some languages and some types of clauses, the subject may not appear explicitly.

Clauses are often contrasted with phrases. Traditionally, a clause is said to have both a finite verb and its subject, whereas a phrase either contains a finite verb but not its subject or does not contain a finite verb. For example: I did not know *that the dog ran through the yard*

2.8.4 The Sentence

2.8.4.1 Classification by structure

According to Mc Millan and Day (1984:390-391) there are four types of sentences : simple sentence, compound sentence, complex sentence, and the compound-complex sentence. (Taken from Aida Husna's thesis, 2009, page on 23).

One traditional scheme for classifying English sentences is by the number and types of finite clauses:

1. Simple Sentence

A simple sentence contains a word or a group of words that names something (subject) and says something about the thing named (predicate). It expresses a complete meaning or thought. For example: Mom is going to the market

2. Compound Sentence

A compound sentence is made up by connecting two or more simple sentences. Thus, it contains more than one independent clause. The clause pattern is the same as the simple sentence pattern. We can join simple sentences to form a compound sentence using coordinating conjunction, such as *and*, *or*, and *but*. If we do not use them, we will either produce comma splices or run on sentences. For example: Nadine smiles a lot and

she look enjoy chatting with her friend, but she hates talking about other's affair.

3. Complex Sentence

A complex sentence contains one independent clause (a group of words that can stand alone as a simple sentence) and one (or more) dependent clauses (a group of words that cannot stand alone as sentences). For example: Since that happened a long time ago, when she was very young, I would not hold it against her.

4. Compound-Complex Sentence

A compound-complex sentence is made up of two or more independent clauses and one or more dependent clauses. For example: As soon as late night, people on the theatre started to leave because the film was already finished and they in fact were tired.

CHAPTER III

RESEARCH METHOD

Research method is a kind of systematic work plan in order to make its main purpose easier to achieve. This method in this research is chosen by considering its appropriateness the research object. This research method is arranged based on the problem analyzed and the main purpose of the research. The research method in this study covers research design, unit of analysis, source of data, technique of data collection and technique of data analysis.

15.14 Research Design

The study was a descriptive study aimed at providing description pertaining to the kind of data gathered and analyzed. This study used a descriptive qualitative method to study the problem, because this study concern with the meaning of the word in the data. This study was carried out by formulating problem, collecting data, and analyzing data. According to Issac et al (1981:46) states that descriptive qualitative method describes the population and evidence of the data systematically, factually, and accurately.

15.15 Unit of Analysis

This study focused on the rank shift translation of bilingual book. The unit of analysis of the research was the sentences of the source text (English) and those of the target (Indonesia).

15.16 Source of Data

The research data were taken from “Perjalanan Salmon Pink by Koko Nata's short story” into “The Journey of Pink Salmon by Annisa”. It was bilingual book which has two language versions, the English version and the Indonesian version.

15.17 Technique of Data Collection

This paper used documentation method, because the data were taken from the Koko Nata's short story "Perjalanan Salmon Pink" into "The Journey of Pink Salmon by Annisa". Nawawi (1991 : 95) states that the documentation method was a method of collecting data conducted by classifying the written materials related to the problem of the study and used for obtaining the data by some variables as magazine and books as the data.

The data of this study were collected by using the following steps :

1. Searching the internet (www.zikrul.com)
2. Choosing one book that was appropriate to be analyzed.

15.18 Technique of Data Analysis

The data collected were analyzed by using the following steps.

1. Reading the two versions book carefully.
2. Identifying rank shifts found in the translation.
3. Classifying the rank shifts into upward and downward rank shifts.
4. Interpreting the data.

15.19 Research Schedule

No.	Acrivity				
		March	April	May	June
1	Preparation				
2	Data Collection				
3	Data Analysis				
4	Report Writing				

15.20 Bibliography

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CHAPTER IV

DATA ANALYSIS

This chapter discusses the data analysis. The result of the data analysis is used to answer the problem of the research. This research is intended to describe the upward rank-shifts and downward rank-shifts translation used by Annisa in translating Koko Nata's Short Story "Perjalanan Salmon Pink" into "The Journey of Pink Salmon".

The table 4.1 shows the number of the upward and downward rank-shifts found in Koko Nata's Short Story "Perjalanan Salmon Pink" into "The Journey of Pink Salmon" from Indonesian into English.

Table 4.1 Frequency of Upward and Downward Rank-Shifts used in Translating Koko Nata's Short Story "Perjalanan Salmon Pink" into "The Journey of Pink Salmon" from Indonesian into English.

No.	Types of Translation	Frequency	Percentage (%)
1.	Upward rank-shift	43	79,63 %
2.	Downward rank-shift	11	20,37 %
	Total	54	100 %

Table 4. 1 shows the number of upward and downward rank-shifts translation used in translating Koko Nata's Short Story "Perjalanan Salmon Pink" into "The Journey of Pink Salmon" from Indonesian into English. Upward rank-shift is more number because there is wrong translation in prepositions use, for example : "selama" become "for along". It should be "along" and the other factor is in translation, a translator chose to use more verb phrase and phrasal verb.

4.1 Rank-Shift Translation in Koko Nata's Short Story "Perjalanan Salmon Pink" into "The Journey of Pink Salmon".

4. 1.1 Upward Rank-Shifts Translation.

4.1.1.1 Word to Phrase

Excerpt 1 :

SL : “Laut itu **seperti** apa, ya ?” kata Titi. (Line 5, Page 5)

TL : “What do **look alike** ocean ?” (Line 4, Page 5)

“Seperti” is a word in Indonesian language, as adverb exactly. If “*seperti*” is a word then it is translated into phrasal verb “*look alike*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 2 :

SL : “Sally dan Nina berenang cepat, **saling** mendahului.” (Line 3, Page 17)

TL : “Nina and Sally swim quickly, they were preceded **each other**.” (Line 3, Page 17)

“Saling” is a word in Indonesian language, as adverb exactly. If “*Saling*” is a word then it is translated into a pronoun phrase “*each other*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 3 :

SL : “Kita **cari** celah di bagian bawah bendungan.” (Line 3, Page 21)

TL : “We **look for** a gap in its bottom.” (Line 2, Page 21)

“Cari” is a word in Indonesian language, as verb exactly. If “*Cari*” is a word then it is translated into a phrasal verb “*Look for*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 4 :

SL : “Tetapi **menurutku**, inilah satu-satunya cara agar kita bisa melewati bendungan.” (Line 3, Page 25)

TL : “But **according to me**, this is only one way to pass this barrage.” (Line 2, Page 25)

“Menurutku” is a word in Indonesian language, as a verb exactly. If “**Menurutku**” is a word then it is translated into adverb phrase “**according to me**”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 5 :

SL : “Kita harus bersembunyi dulu sampai dia **pergi**.” (Line 4, Page 35)

TL : “We have to hide first till he **went out**.” (Line 4, Page 35)

“Pergi” is a word in Indonesian language, as a verb exactly. If “**pergi**” is a word then it is translated into a phrasal verb “**went out**”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 6 :

SL : “Sally **masuk** ke dalam gua kecil itu.” (Line 2, Page 49)

TL : “Sally **gets into** the cave.” (Line 2, Page 49)

In Indonesian language, “masuk” shows as a verb features and it shows that “masuk” is a word. If “**masuk**” is a word then it is translated into the phrasal verb “**gets into**”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 7 :

SL : “Ia menangkap udang untuk **mengisi** perutnya.” (Line 9, Page 49)

TL : “She catches the prawn **to fill fully** his stomach.” (Line 9, Page 49)

In Indonesian language, “mengisi” shows as verb features and it shows that “mengisi” is a word. If “**mengisi**” is a word then it is translated into the verb phrase “**to fill fully**”, this phenomenon can be said as upward rank shift translation because the

source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 8 :

SL : “Ia **menghadang** jalan tempat Sally masuk.” (Line 4, Page 53)

TL : “He **faced againts** Sally comes in.” (Line 4, Page 53)

In Indonesian language, “menghadang” shows as a verb features and it shows that “menghadang” is a word. If “*menghadang*” is a word then it is translated into the verb phrase “*faced againts*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 9 :

SL : “Ia menghadang jalan tempat Sally **masuk**.” (Line 5, Page 53)

TL : “He faced way Sally **comes in**.” (Line 4, Page 53)

In Indonesian language, “masuk” shows as a verb features and it shows that “masuk” is a word. If “*masuk*” is a word then it is translated into the phrasal verb “*comes in*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 10 :

SL : “Berang-berang **menjulurkan** tangannya.” (Line 5, Page 53)

TL : “The beaver **stick out** his hand.” (Line 5, Page 53)

In Indonesian language, “menjulurkan” shows as a verb features and it shows that “menjulurkan” is a word. If “*menjulurkan*” is a word then it is translated into the phrasal verb “*stick out*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 11 :

SL : “Kuku-kukunya yang tajam **terlihat** !” (Line 6, Page 53)

TL : “The keen of his nail is **showed off** !” (Line 6, Page 53)

In Indonesian language, “terlihat” shows as a verb features and it shows that “terlihat” is a word. If “*terlihat*” is a word then it is translated into the phrasal verb “*showed off*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 12 :

SL : “Aku akan **mendoakan** perjuanganmu, “kata Sally.” (Line 3, Page 59)

TL : “I’ll **pray for** your struggle, “sally said. (Line 3, Page 59)

In Indonesian language, “mendoakan” shows as a verb features and it shows that “mendoakan” is a word. If “*mendoakan*” is a word then it is translated into the phrasal verb “*pray for*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 13 :

SL : “Semoga tahun depan, ketika kau **kembali** untuk bertelur di sungai, bendungan itu sudah runtuh !” kata Birang. (Line 5, Page 55)

TL : “Hope the next year, when you **came back** to lay eggs, the barrage is fall !” Birang said.” (Line 4, Page 55)

In Indonesian language, “kembali” shows as a verb features and it shows that “kembali” is a word. If “*kembali*” is a word then it is translated into the phrase “*came back*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 14 :

SL : “Mereka berpapasan dengan salmon-salmon betina dewasa yang baru saja **bertelur**. (Line 3, Page 11)

TL : “They counteract with the mature female salmon that has just **lay egg**. (Line 3, Page 11)

“Bertelur” can be considered as a verb in English language. If “*bertelur*” is a word then it is translated into Indonesia become a , “*lay egg*”. This phenomenon can be said as upward rank-shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 15 :

SL : “Di sepanjang sungai banyak **manusia** yang ingin menangkap spesies kita.” (Line 7, Page 11)

TL : “There are **human beings** at the long of river who wants to catch the species like us.” (Line 7, Page 11)

“Manusia” can be considered as a noun in English language. If “*manusia*” is a word then it is translated into Indonesia become a noun phrase, “*human beings*”. This phenomenon can be said as upward rank-shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 16 :

SL : “Mereka **mendekati** Titi, “Maaf jika pertanyaanku salah,” kata Nina.” (Line 2, Page 15)

TL : “They **close to** Titi, “Sorry if my question is wrong,” Nina said.” (Line 2, Page 15)

“Mendekati” can be considered as a verb in English language. If “*mendekati*” is a word then it is translated into Indonesia become a phrasal verb, “*close to*”. This phenomenon can be said as upward rank-shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 17 :

SL : “**Beberapa** hari kemudian, Sally dan teman-temannya sampai di depan sebuah bendungan.” (Line 1, Page 19)

TL : “**A few** days later, Sally and friends reached at barrage.” (Line 1, Page 19)

“Beberapa” can be considered as a determiner in English language. If “*beberapa*” is a word then it is translated into Indonesia become a determiner phrase, “*a few*”. This phenomenon can be said as upward rank-shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 18 :

SL : “Seekor ikan salmon **berpesan** pada Sally, “Kalian harus berhati-hati.” (Line 5, Page 11)

TL : “A mature female salmon **says something** to the Sally, “All of you have to be careful. (Line 5, Page 11)

“Berpesan” is a word in Indonesian language, as verb exactly. If “*Berpesan*” is a word then it is translated into a verb phrase “*says something*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (clause).

Excerpt 19 :

SL : “**Ayo**, aku pasti menang, “Nina setuju.” (Line 1, Page 17)

TL : “**Came on**, I could win, “Nina agreed.” (Line 1, Page 17)

“Ayo” is a word in Indonesian language, as verb exactly. If “*Ayo*” is a word then it is translated into a phrasal verb “*Came on*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (clause).

Excerpt 20 :

SL : “Ia seperti mengajak Sally **bersalaman.**” (Line 2, Page 55)

TL : “...he looks alike to ask Sally **shakes hand** in greeting.” (Line 2, Page 55)

In Indonesian language, “bersalaman” shows as a verb features and it shows that “bersalaman” is a word. If “*bersalaman*” is a word then it is translated into verb phrase “*shakes hand*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (clause).

Excerpt 21 :

SL : “Setelah itu bagaimana ? Apa kamu **bisa** mencari cara lain untuk melewati bendungan itu, tanya Sally, ragu dengan usul temannya itu.” (Line 5, Page 31)

TL : “What next ? Are you **able to** find other way to pass this barrage ?” Sally asked, doubt to idea's friend.” (Line 4, Page 31)

In Indonesian language, “bisa” shows as a modal features and it shows that “bersalaman” is a word. If “*bisa*” is a word then it is translated into adjective phrase “*able to*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 22 :

SL : “Kalian tidak perlu **menungguku**.” (Line 5, Page 27)

TL : “Among them, Sally is exactly braver “Don't **wait for** me, when you did jump, keep swim to the ocean.” (Line 3, Page 27)

In Indonesian language, “menunggu” shows as a verb features and it shows that “menunggu” is a word. If “*menunggu*” is a word then it is translated into phrasal verb “*wait for*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 23 :

SL : “Bukan. **Lihat** di atas sana !” kata Sally. (Line 2, Page 35)

TL : “No. ! **Look at** there !” Sally said. (Line 2, Page 35)

In Indonesian language, “lihat” shows as a verb features and it shows that “lihat” is a word. If “*lihat*” is a word then it is translated into phrasal verb “*look at*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 24 :

SL : “Beberapa menit kemudian elang tersebut **pergi**.” (Line 8, Page 35)

TL : “A few minutes later, the eagle is **gone out**.” (Line 7, Page 35)

In Indonesian language, “pergi” shows as a verb features and it shows that “pergi” is a word. If “*pergi*” is a word then it is translated into phrasal verb “*gone out*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 25 :

SL : “Dia pasti bisa menyelamatkan diri !” Nina **meyakinkan**.” (Line 5, Page 41)

TL : “She could be safe herself,” Nina **make sure**,” (Line 4, Page 41)

In Indonesian language, “meyakinkan” shows as a verb features and it shows that “meyakinkan” is a word. If “*meyakinkan*” is a word then it is translated into verb phrase “*make sure*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 26 :

SL : “Semua berang-berang **berbalik** arah lagi, menangkap Sally.” (Line 5, Page 45)

TL : “All of the beaver are **turn back** way, catch Sally.” (Line 5, Page 45)

In Indonesian language, “berbalik” shows as a verb features and it shows that “berbalik” is a word. If “*berbalik*” is a word then it is translated into verb phrase “*turn back*”, this phenomenon can be said as upward rank shift translation because

the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 27 :

SL : “Sally terus **berenang**, memeriksa keadaan gua.” (Line 4, Page 51)

TL : “Sally **swam over**, and watched the cave.” (Line 3, Page 51)

In Indonesian language, “berenang” shows as a verb features and it shows that “berenang” is a word. If “*berenang*” is a word then it is translated into verb phrase “*swam over*”, this phenomenon can be said as upward rank shift translation because the source language in lower rank of grammatical unit (word) is translated into higher rank of target language (phrase).

Excerpt 28 :

SL : “**Ayo**, aku pasti menang, “Nina setuju.” (Line 1, Page 17)

TL : “**Came on**, I could win, “Nina agreed.” (Line 1, Page 17)

“Ayo” is a word in Indonesian language, as verb exactly. If “*Ayo*” is a word then it is translated into a phrasal verb “*Came on*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (clause).

4.1.1.2 Word to Clause

Excerpt 29 :

SL : “**Asin**? Apakah kita bisa hidup di air asin ?” tanya Titi.” (Line 1, Page 7)

TL : “**It's briny**? Are we still alive in briny water ? Titi asked. (Line 1, Page 7)

“Asin” is a word in Indonesian language, as adjective exactly. If “*asin*” is a word then it is translated into a sentence “*It's briny*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (sentence).

Excerpt 30 :

SL : “Mungkin ada celah yang bisa kita lewati,” **usul** Sally.” (Line 4, Page 21)

TL : “May be there is a gap to pass, “sally **gives an idea**.” (Line 4, Page 21)

“Usul” is a word in Indonesian language, as a verb exactly. If “*Usul*” is a word then it is translated into a verb phrase “*gives an idea*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (clause).

Excerpt 31 :

SL : “**Yakinlah** teman, kita akan selamat dan berjumpa lagi di laut,” kata Sally sebelum menjauhkan diri dari teman-temannya.(Line 3, Page 29)

TL : “**Be sure**, girls, all of us is safe and meets again at the sea, “Sally said before make her self away from her.” (Line 2, Page 29)

“Yakinlah is a word in Indonesian language, as a verb exactly. If “*yakinlah*” is a word then it is translated into a clause “*Be sure*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (clause).

4.1.1.3 Word to Sentence.

Excerpt 32 :

SL : “**Tidak perlu**, akan kutunjukkan jalan lain menuju laut,” kata Birang.” (Line 9, Page 57)

TL : “**No, It doesn't matter**, I'll show you way to reach the sea, Birang said.” (Line 8, Page 57)

“Tidak perlu” is a word in Indonesian language, as modal exactly. If “*bisa*” is a word then it is translated into a sentence “*It could be !*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (sentence).

Excerpt 33 :

SL : “Asin ? Apakah kita bisa hidup di air asin ?” tanya Titi. “**Bisa!**” (Line 1, Page 7)

TL : “It's briny ? Are we still alive in briny water ? Titi asked. “**It could be!**” (Line 2, Page 7).

“Bisa” is a word in Indonesian language, as modal exactly. If “*bisa*” is a word then it is translated into a sentence “***It could be!***”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (sentence).

Excerpt 34 :

SL : “**Betul.** Kalau pun kami bisa melompati bendungan itu, bagaimana dengan kamu sendiri ?” tanya Nina khawatir.” (Line 7, Page 25)

TL : “**That's true.** Even we can jump this barrage, how about you ?” Nina asked anxiously.” (Line 7, Page 25)

“Betul” is a word in Indonesian language, as adjective exactly. If “*betul*” is a word then it is translated into a sentence “***That's true!***”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (sentence).

Excerpt 35 :

SL : “Tetapi di atas sungai seekor elang tiba-tiba saja terbang melayang-layang. “**Gawat.** Mungkin dia tahu, kita ada di bendungan ini, kata Sally.” (Line 4, Page 33).

TL : “But there was eagle swung turned around above the water. “**It's danger.** Maybe he knew that we are in the barrage.” sally said. (Line 5, Page 33)

“Gawat” is a word in Indonesian language, as an adjective exactly. If “*Gawat*” is a word then it is translated into a sentence “***It's danger!***”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (sentence).

Excerpt 36 :

SL : “Hei. Ada Salmon di sana,” kata si berang-berang. “**Tangkap !**” kata berang-berang lainnya.” (Line 4, Page 39)

TL : “Hi. There is a salmon there,” a beaver said.” **Catch it !**” other beavers said.” (Line 4, Page 39)

“Tangkap” is a word in Indonesian language, as a verb exactly. If “*tangkap*” is a word then it is translated into a sentence “*Catch it !*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (sentence).

Excerpt 37 :

SL : “**Ayolah !** Dia pasti selamat,” kata Nina, memaksa Titi meninggalkan bendungan.” (Line 2, Page 47)

TL : “**Let's do it !** She would be safe,” Nina said, forced Titi to leave the barrage.” (Line 2, Page 47).

“Ayolah” is a word in Indonesian language, as a verb exactly. If “*Ayolah*” is a word then it is translated into a sentence “*Let's do it !*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (sentence).

Excerpt 38 :

SL : “Sally masuk ke dalam gua kecil itu. **Gelap**. Ia tidak bisa melihat. Tetapi Sally yakin berang-berang penjaga pasti tidak akan bisa menemukan dirinya.” (Line 3, Page 49)

TL : “Sally gets into the cave. **It's dark**. She can not see. But Sally is really sure that the guard of beaver can not find her. (Line 3, Page 45).

“Gelap” is a word in Indonesian language, as modal exactly. If “*Gelap*” is a word then it is translated into a sentence “*It's dark*”, this phenomenon can be said as upward rank shift translation, because the source language in the lower rank of grammatical unit (word) is translated into higher rank of target language (sentence).

4.1.2 Downward Rank-Shifts Translation.

4.1.2.1 Phrase to Word

Excerpt 39 :

SL : “Sally, si ikan salmon **merah jambu** (pink salmon), gembira.” (Line 1, Page 6)

TL : “Sally a **pink** salmon, in happy.” (Line 1, Page 6)

In this context, “merah jambu as a phrase in English language and as an adjective phrase. If “*merah jambu* is a phrase then it is translated into adjective “*pink*”, this phenomenon can be said as downward rank-shift translation because the source language in higher rank of grammatical unit (phrase) is translated into lower rank of target language (word).

Excerpt 40 :

SL : “Kita harus pakai siasat,” jawab Sally penuh **percaya diri**.” (Line 7, Page 23)

TL : “We must a tactic,” Sally replied with fully **confidence**.” (Line 7, Page 23)

In this context, “percaya diri” as phrase in English language and as a noun phrase. If “*percaya diri*” is a phrase then it is translated into noun phrase “*confidence*”, this phenomenon can be said as downward rank-shift translation because the source language in higher rank of grammatical unit (phrase) is translated into lower rank of target language (word).

Excerpt 41 :

SL : “Ketiga **ikan salmon** tersebut berenang mengikuti arus sungai menuju laut.” (Line 1, Page 11)

TL : “The three of **salmon** were swimming at the river flows into the sea.” (Line 1, Page 11)

In this context, “ikan salmon as a phrase in English language and as a noun phrase. If “*ikan salmon* is a phrase then it is translated into noun “*salmon*”, this phenomenon can be said as downward rank-shift translation because the source language in higher rank of grammatical unit (phrase) is translated into lower rank of target language (word).

Excerpt 42 :

SL : “Salmon-salmon betina dewasa biasanya bertelur di sungai pada **musim panas** dan musim gugur. (Line 4, Page 11)

TL : “The female salmons usually lay egg at the river in **summer** and fall.” (Line 4, Page 11)

In this context, “musim panas” as a phrase in English language and as a noun phrase. If “*musim panas*” is a phrase then it is translated into noun “*summer*”, this phenomenon can be said as downward rank-shift translation because the source language in higher rank of grammatical unit (phrase) is translated into lower rank of target language (word).

Excerpt 43 :

SL : “Salmon-salmon betina dewasa biasanya bertelur di sungai pada musim panas dan **musim gugur**. (Line 4, Page 11)

TL : “The female salmons usually lay egg at the river in summer and **fall**.” (Line 4, Page 11)

In this context, “musim gugur” as a phrase in English language and as a noun phrase. If “*musim gugur*” is a phrase then it is translated into noun “*fall*”, this phenomenon can be said as downward rank-shift translation because the source language in higher rank of grammatical unit (phrase) is translated into lower rank of target language (word).

Excerpt 44 :

SL : “Ketiga ikan salmon tersebut terpaksa bersembunyi di **celah-celah** batu sungai agar tidak dilihat elang.” (Line 7, Page 35)

TL : “The three of salmon had to hide in a **gap** of stone.” (Line 7, Page 35).

In this context, “celah-celah” as a phrase in English language and as noun phrase. If “*celah-celah*” is a phrase then it is translated into noun “*gap*”, this phenomenon can be said as downward rank-shift translation because the source language in higher rank of grammatical unit (phrase) is translated into lower rank of target language (word).

Excerpt 45 :

SL : “Ia kemudian **melompat-lompat**.” (Line 1, Page 39)

TL : “He **jumps** soon.” (Line 1, Page 39)

In this context, “melompat-lompat” as a phrase in English language and as verb phrase. If “*melompat-lompat*” is a phrase then it is translated into verb “*jumps*”, this phenomenon can be said as downward rank-shift translation because the source language in higher rank of grammatical unit (phrase) is translated into lower rank of target language (word).

Excerpt 46 :

SL : “Bayangan itu **bergerak-gerak**.” (Line 6, Page 51)

TL : “The shadow is **moves**.” (Line 5, Page 51)

In this context, “bergerak-gerak” as a phrase in English language and as a verb phrase. If “*bergerak-gerak*” is a phrase then it is translated into verb “*moves*”, this phenomenon can be said as downward rank-shift translation because the source language in higher rank of grammatical unit (phrase) is translated into lower rank of target language (word).

Excerpt 47 :

SL : “Mereka senang sekali bisa terus **bersama-sama** di laut lepas.” (Line 9, Page 61)

TL : “They very pleased ever in the open sea **together**.” (Line 10, Page 61)

“Bersama-sama” is a phrase in English language and it is as verb phrase. If “*bersama-sama*” is a phrase then it is translated into adverb “*together*”, this situation can be said as downward rank-shift translation because the source language in upward rank of grammatical unit (phrase) is translated into lower rank of target language (word).

Excerpt 48 :

SL : “Banyak binatang pemangsa yang akan mengganggu perjalanan kalian,”kata Pak Monty, seekor salmon jantan yang **tengah menjaga** ribuan telur salmon betina.” (Line 4, Page 9)

TL : “There are many hunter animals to prey on you at the journey,” Mr. Monty, a male salmon said. A male salmon who **keeps** thousands female's egg.” (Line 5, Page 9)

“Tengah menjaga” is a phrase in English language and it is as verb phrase. If “*tengah menjaga*” is a phrase then it is translated into verb “*keeps*”, this situation can be said as downward rank-shift translation because the source language in upward rank of grammatical unit (phrase) is translated into lower rank of target language (word).

4.1.2.2 Clause to Phrase

Excerpt 49 :

SL : “Empat ekor berang-berang terlihat menjaga bendungan kayu **yang berbentuk cekung tersebut**.” (Line 7, Page 19)

TL : “Four beaver looks keep **concave wood barrage**.” (Line 5, Page 19)

“Yang berbentuk cekung tersebut” is a clause in English language and it is as adjective clause. If “*yang berbentuk cekung*” is a clause then it is translated into noun phrase “*concave wood barrage*”, this situation can be said as downward rank-shift translation because the source language in upward rank of grammatical unit (clause) is translated into lower rank of target language (phrase).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this research, the researcher took the data from short story entitled Koko Nata's Short Story "Perjalanan Salmon Pink" into "The Journey of Pink Salmon.

The researcher analyzed upward rank-shift translation and downward rank-shift translation from the short story Koko Nata's Short Story "Perjalanan Salmon Pink" into "The Journey of Pink Salmon". From the analysis, there are 43 upward rank-shift translation and 11 downward rank-shift translation. In conclusion, the upward rank-shift translation dominates in this research, because there is wrong translation in prepositions use, for example : "selama" become "for along". It should be "for" and the other factor is in translation, a translator choosed use more verb phrase and phrasal verb. Actually, the meaning of a phrasal verb can sometimes be explained with a one-word verb. However, phrasal verbs are frequently used in spoken English and, if there is a one-word equivalent, it is usually more formal in style.

There are two reasons in the use of rank-shift translation, the differences in grammar and culture between the source language and target language :

1. One of the reasons in the use of this type of rank-shifts translation because there are differences between English and Indonesian grammar and some words and for example: "Look for" (Cari) which is a verb that can not be translated into the same rank of grammar, because sometimes in English there is a subject and a predicate but when it is translated into Indonesian sometimes it becomes a word.

2. Differences in culture between these two languages (source language and target language) can also cause a text to be untranslated into the same rank. Koko Nata's Short Story "Perjalanan Salmon Pink" included in the reading text tells about the Indonesia culture then translated into English. While in Indonesia culture, sometimes there are no equal terms for the English's term. Therefore, the Indonesia text version usually looks like the explanation of the English version or looks longer than the English text. For example in the phrase 'comes in' that is a verb phrase that can not be translated into the same rank because in Indonesia there is no equal meaning with the same meaning for 'comes in'. Therefore, it is translated into word 'masuk'.

5.2 Suggestion

From the statement above, the writer suggest that students of English department, people and some translation especially those who want to translate Indonesia into English or vice versa, have to comprehend the grammar and culture of Indonesia and English.

1. Knowing the grammar of both language (Source Language and Target Language) is important in order to have a good translation and exact meaning as presented by the source text.
2. Knowing the culture of both languages can also help them translate the source language into an appropriate target language by giving an equal translation that does not reduce the purposes which the source language wants to present.

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APPENDIX

1. SL : “Laut itu **seperti** apa, ya ?” kata Titi. (Line 5, Page 5)
TL : “What do **look alike** ocean ?” (Line 4, Page 5)
2. SL : “Sally dan Nina berenang cepat, **saling** mendahului.” (Line 3, Page 17)
TL : “Nina and Sally swim quickly, they were preceded **each other**.”
(Line 3, Page 17)
3. SL : “Kita **cari** celah di bagian bawah bendungan.” (Line 3, Page 21)
TL : “We **look for** a gap in its bottom.” (Line 2, Page 21)
4. SL : “Tetapi **menurutku**, inilah satu-satunya cara agar kita bisa melewati bendungan.” (Line 3, Page 25)
TL : “But **according to me**, this is only one way to pass this barrage.”
(Line 2, Page 25)
5. SL : “Kita harus bersembunyi dulu sampai dia **pergi**.” (Line 4, Page 35)
TL : “We have to hide first till he **went out**.” (Line 4, Page 35)
6. SL : “Sally **masuk** ke dalam gua kecil itu.” (Line 2, Page 49)
TL : “Sally **gets into** the cave.” (Line 2, Page 49)
7. SL : “Ia menangkap udang untuk **mengisi** perutnya.” (Line 9, Page 49)
TL : “She catches the prawn **to fill fully** his stomach.” (Line 9, Page 49)
8. SL : “Ia **menghadang** jalan tempat Sally masuk.” (Line 4, Page 53)
TL : “He **faced againts** Sally comes in.” (Line 4, Page 53)
9. SL : “Ia menghadang jalan tempat Sally **masuk**.” (Line 5, Page 53)
TL : “He faced way Sally **comes in**.” (Line 4, Page 53)
10. SL : “Berang-berang **menjulurkan** tangannya.” (Line 5, Page 53)
TL : “The beaver **stick out** his hand.” (Line 5, Page 53)
11. SL : “Kuku-kukunya yang tajam **terlihat** !” (Line 6, Page 53)
TL : “The keen of his nail is **showed off** !” (Line 6, Page 53)
12. SL : “Aku akan **mendoakan** perjuanganmu, “kata Sally.” (Line 3, Page 59)
TL : “I’ll **pray for** your strunggle, “sally said. (Line 3, Page 59)
13. SL : “Semoga tahun depan, ketika kau **kembali** untuk bertelur di sungai, bendungan itu sudah runtuh !” kata Birang. (Line 5, Page 55)

TL : “Hope the next year, when you **came back** to lay eggs, the barrage is fall !”
 Birang said.” (Line 4, Page 55)

14. SL : “Mereka berpapasan dengan salmon-salmon betina dewasa yang baru saja **bertelur**. (Line 3, Page 11)

TL : “They counteract with the mature female salmon that has just **lay egg**.
 (Line 3, Page 11)

15. SL : “Di sepanjang sungai banyak **manusia** yang ingin menangkap spesies kita.”
 (Line 7, Page 11)

TL : “There are **human beings** at the long of river who wants to catch the species like us.” (Line 7, Page 11)

16. SL : “Mereka **mendekati** Titi, “Maaf jika pertanyaanku salah,” kata Nina.”
 (Line 2, Page 15)

TL : “They **close to** Titi, “Sorry if my question is wrong,” Nina said.”
 (Line 2, Page 15)

17. SL : “**Beberapa** hari kemudian, Sally dan teman-temannya sampai di depan sebuah bendungan.” (Line 1, Page 19)

TL : “**A few** days later, Sally and friends reached at barrage.” (Line 1, Page 19)

18. SL : “Seekor ikan salmon **berpesan** pada Sally, “Kalian harus berhati-hati.”
 (Line 5, Page 11)

TL : “A mature female salmon **says something** to the Sally, “All of you have to be careful. (Line 5, Page 11)

19. SL : “**Ayo**, aku pasti menang, “Nina setuju.” (Line 1, Page 17)

TL : “**Came on**, I could win, “Nina agreed.” (Line 1, Page 17)

20. SL : “Ia seperti mengajak Sally **bersalaman**.” (Line 2, Page 55)

TL : “...he looks alike to ask Sally **shakes hand** in greeting.” (Line 2, Page 55)

21. SL : “Setelah itu bagaimana ? Apa kamu **bisa** mencari cara lain untuk melewati bendungan itu, tanya Sally, ragu dengan usul temannya itu.” (Line 5, Page 31)

TL : “What next ? Are you **able to** find other way to pass this barrage ?” Sally asked, doubt to idea's friend.” (Line 4, Page 31)

22. SL : “Kalian tidak perlu **menungguku**.” (Line 5, Page 27)

TL : “Among them, Sally is exactly braver “Don't **wait for** me, when you did jump, keep swim to the ocean.” (Line 3, Page 27)

23. SL : “Bukan. **Lihat** di atas sana !” kata Sally. (Line 2, Page 35)

TL : “No. ! **Look at** there !” Sally said. (Line 2, Page 35)

24. SL : “Beberapa menit kemudian elang tersebut **pergi.**” (Line 8, Page 35)

TL : “A few minutes later, the eagle is **gone out.**” (Line 7, Page 35)

25. SL : “Dia pasti bisa menyelamatkan diri !” Nina **meyakinkan.**” (Line 5, Page 41)

TL : “She could be safe herself,” Nina **make sure,**” (Line 4, Page 41)

26. SL : “Semua berang-berang **berbalik** arah lagi, menangkap Sally.”

(Line 5, Page 45)

TL : “All of the beaver are **turn back** way, catch Sally.” (Line 5, Page 45)

27. SL : “Sally terus **berenang**, memeriksa keadaan gua.” (Line 4, Page 51)

TL : “Sally **swam over**, and watched the cave.” (Line 3, Page 51)

28. SL : “**Ayo**, aku pasti menang, “Nina setuju.” (Line 1, Page 17)

TL : “**Came on**, I could win, “Nina agreed.” (Line 1, Page 17)

29. SL : “**Asin** ? Apakah kita bisa hidup di air asin ?” tanya Titi.” (Line 1, Page 7)

TL : “**It's briny** ? Are we still alive in briny water ? Titi asked. (Line 1, Page 7)

30. SL : “Mungkin ada celah yang bisa kita lewati,” **usul** Sally.” (Line 4, Page 21)

TL : “May be there is a gap to pass, “sally **gives an idea.**” (Line 4, Page 21)

31. SL : “**Yakinlah** teman, kita akan selamat dan berjumpa lagi di laut,” kata Sally sebelum menjauhkan diri dari teman-temannya.(Line 3, Page 29)

TL : “**Be sure**, girls, all of us is safe and meets again at the sea, “Sally said before make her self away from her.” (Line 2, Page 29)

32. SL : “**Tidak perlu**, akan kutunjukkan jalan lain menuju laut,” kata Birang.”

(Line 9, Page 57)

TL : “**No, It doesn't matter**, I'll show you way to reach the sea, Birang said.”

(Line 8, Page 57)

33. SL : “Asin ? Apakah kita bisa hidup di air asin ?” tanya Titi. “**Bisa** !”

(Line 1, Page 7)

TL : “It's briny ? Are we still alive in briny water ? Titi asked. “**It could be !**”

(Line 2, Page 7).

34. SL : “**Betul**. Kalau pun kami bisa melompati bendungan itu, bagaimana dengan kamu sendiri ?” tanya Nina khawatir.” (Line 7, Page 25)

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TL : “But there was eagle swung turned around above the water. “**It's danger**. Maybe he knew that we are in the barrage.” sally said. (Line 5, Page 33)

36. SL : “Hei. Ada Salmon di sana,” kata si berang-berang. “**Tangkap !**” kata berang-berang lainnya.” (Line 4, Page 39)

TL : “Hi. There is a salmon there,” a beaver said.”**Catch it !**” other beavers said.” (Line 4, Page 39)

37. SL : “**Ayolah !** Dia pasti selamat,” kata Nina, memaksa Titi meninggalkan bendungan.” (Line 2, Page 47)

TL : “**Let's do it !** She would be safe,” Nina said, forced Titi to leave the barrage.” (Line 2, Page 47).

38. SL : “Sally masuk ke dalam gua kecil itu. **Gelap**. Ia tidak bisa melihat. Tetapi Sally yakin berang-berang penjaga pasti tidak akan bisa menemukan dirinya.”

(Line 3, Page 49)

TL : “Sally gets into the cave. **It's dark**. She can not see. But Sally is really sure that the guard of beaver can not find her. (Line 3, Page 45).

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(Line 1, Page 6)

TL : “Sally a **pink** salmon, in happy.” (Line 1, Page 6)

40. SL : “Kita harus pakai siasat,” jawab Sally penuh **percaya diri**.” (Line 7, Page 23)

TL : “We must a tactic,” Sally replied with fully **confidence**.” (Line 7, Page 23)

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TL : “The three of **salmon** were swimming at the river flows into the sea.” (Line 1, Page 11)

42. SL : “Salmon-salmon betina dewasa biasanya bertelur di sungai pada **musim panas** dan musim gugur. (Line 4, Page 11)

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43. SL : “Salmon-salmon betina dewasa biasanya bertelur di sungai pada musim panas dan **musim gugur**. (Line 4, Page 11)

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TL : “The three of salmon had to hide in a **gap** of stone.” (Line 7, Page 35).

45. SL : “Ia kemudian **melompat-lompat**.” (Line 1, Page 39)

TL : “He **jumps** soon.” (Line 1, Page 39)

46. SL : “Bayangan itu **bergerak-gerak**.” (Line 6, Page 51)

TL : “The shadow is **moves**.” (Line 5, Page 51)

47. SL : “Mereka senang sekali bisa terus **bersama-sama** di laut lepas.”
(Line 9, Page 61)

TL : “They very pleased ever in the open sea **together**.” (Line 10, Page 61)

48. SL : “Banyak binatang pemangsa yang akan mengganggu perjalanan kalian,”kata Pak Monty, seekor salmon jantan yang **tengah menjaga** ribuan telur salmon betina.”
(Line 4, Page 9)

TL : “There are many hunter animals to prey on you at the journey,” Mr. Monty, a male salmon said. A male salmon who **keeps** thousands female's egg.” (Line 5, Page 9)

49. SL : “Empat ekor berang-berang terlihat menjaga bendungan kayu **yang berbentuk cekung tersebut**.” (Line 7, Page 19)

TL : “Four beaver looks keep **concave wood barrage**.” (Line 5, Page 19)