

**SYNTACTICAL RANK-SHIFT ANALYSIS ON *THE MUMMY WITH NO
NAME* BY GERONIMO STILTON AND ITS TRANSLATION *MUMI TANPA
NAMA* BY TANTI SUSILAWATI**

THESIS

**Presented in partial fulfillment of the requirements
for the completion of Srata 1 Program
of the English Language specialized in Translation**



By:

OTTI DIAN PRATIWI

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**FACULTY OF HUMANITIES
DIAN NUSWANTORO UNIVERSITY
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PAGE OF APPROVAL

This thesis has been approved by the Board Examiners, Strata 1 Study Program of English Language, Faculty of Humanities Dian Nuswantoro University on September 11, 2012.

Board of Examiners

First Advisor
as Chairperson

First Examiner

Achmad Basari, S.S., M.Pd.

Nina Setyaningsih, M.Hum.

Second Examiner

Second Advisor
as Third Examiner

Haryati Sulistyorini, M.Hum.

Rahmanti Asmarani, M.Hum.

Approved by :

Dean of
Faculty of Humanities

Achmad Basari, S.S., M.Pd.

STATEMENT OF ORIGINALITY

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

Semarang, September 2012

Otti Dian Pratiwi

MOTTO

“You know you are on the road to success if you would do your job and not be paid for it”

(Oprah Winfrey)

“Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down”

(Oprah Winfrey)

“Dreams, Believe, and Make It Happen”

(Agnes Monica)

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Soeprapto and Mrs. Tri Asianti, thank you for your love, your holy prayers and your unlimited precious advices and supports.
2. My beloved sisters, Karina Pradityas Putri and Anggun Pramudyawardani.
3. My little cousin, Faizal.
4. All of my friends in Dian Nuswantoro University who always care and support each other.

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Finally, I do admit that this thesis is far from being perfect, therefore, I am open to constructive criticism and suggestion.

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ABSTRACT

This thesis is entitled *Syntactical Rank-Shift Analysis on The Mummy with No Name by Geronimo Stilton and Its Translation Mumi Tanpa Nama by Tanti Susilawati*. This research focuses on the analysis of translation shift of syntactical rank-shift. This study is aimed at finding out the types of syntactical rank-shift of translation in Geronimo Stilton's story book *The Mummy with No Name* and its Indonesian translation *Mumi Tanpa Nama* by Tanti Susilawati. This thesis was conducted in order to describe the kinds of syntactical rank-shift of translation found in the books.

The research belongs to descriptive qualitative. It is a method of the research which does not establish calculations. The source of data is a story book entitled *The Mummy with No Name* which was published in New York in 2006, and its Indonesian version which was published in Jakarta in 2011. There are 106 data consisting syntactical rank-shift of translation found in the books.

The result of this analysis shows that there are ten of eleven kinds of syntactical rank-shift of translation used in the books. They are four types of syntactical rank-shift based on Simatupang's theory and six types of syntactical rank-shift in translation which are found by the researcher. The most dominating translation shift is syntactical rank-shift of word to phrase which consists of 59 numbers of syntactical rank-shift with the total percentage of 55,6 %.

The types of rank-shift which are found in the books are included into syntactical rank-shift because there are different ranks occurred between the source language and the target language within the translation work. Those types occurred in order to make the meaning become acceptable and readable by the readers in the target language.

Keywords: *Language, Rank, Shift, Syntactical, Translation.*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The people around the world use language to communicate and convey a message to other people. Every country has its own language. Language itself has a meaning of conveying or communicating ideas, specifically human speech. It is also an expression of ideas by the voice, like sounds, expressive of thought, articulated by the organs of the throat and mouth. These ideas can be expressed by writing or any other instrumentality. Language also means the characteristic mode of arranging words, peculiar to an individual speaker or writer.

Most of people will generally refer to reading, speaking, listening and writing when talking about language skills. However, there is another important skill in language learning that they seem to ignore, it is called translation. For most people in the past, they claimed that 'speaking' was the ultimate goal in learning English as a foreigner language, but then they realized that translation is unavoidable to happen.

Mc.Guire (1980:2) states that Translation is the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the SL will be preserved as closely as possible, but not so closely that the TL structures will be seriously distorted. He means that the translator should try to make a perfect

translation by making the similar meaning of the target text with the source text. There are so many difficulties in translating a text, like cultures, idioms, etc. The translator should be able to understand and identify the text from SL into TL, he/she has to try to make the structures as closely as possible so the readers can also understand the meaning in the text.

Meanwhile, Newmark (1981:40) states that “Translation is how to replace a written message and statement in another language meaning.” It means that in translating a text from source language (SL) into target language (TL) is not an easy work. It needs a good knowledge about grammar, syntax, idioms and semantics of the origin language.

The translator needs to recognize a text component “translation unit” to understand the meaning of it. A translation unit could be a word, a phrase or even one or more sentences. To get the complete meaning of the original text, the translator needs the equal in-depth knowledge to re-extract the meaning in the target language.

The translator will also face so many problems in the process of translation, such as readability, loss and gain, untranslatability, etc. Those problems may occur since there are differences of the structures, rules, language devices or cultural background between the source language and the target language. So that there are many ways needed to solve the problems and create a good translation. One of the ways that can be used is rank-shift in translation.

Simatupang (2000:88) states that “*Dengan adanya perbedaan aturan dan bentuk untuk mengungkapkan makna di antara berbagai bahasa, maka terlihat*

adanya pergeseran yang terjadi dalam terjemahan.” It can be said that the different rules and structures are needed to reveal the meaning between languages, therefore shift happened in the translation work.

There are four types of rank-shift based on Simatupang’s theory, such as morpheme rank-shift, syntactical rank-shift, word rank-shift and semantic rank-shift. Syntactical Rank-shift in translation has five classifications, they are word to phrase, phrase to clause, phrase to sentence, clause to sentence and sentence to passage.

The researcher wants to analyze the syntactical rank-shift in translation from the text in the story book *The Mummy with No Name* by Geronimo Stilton and its translation, *Mumi Tanpa Nama* by Tanti Susilawati. It is because the researcher found many words, phrases or sentences which can be analyzed into syntactical rank-shift. In addition, the researcher also wants to find out the other types of syntactical rank-shift which are not included into Simatupang’s theory from the book.

1.2 Statement of The Problem

The problem of the study can be stated as follow:

1. What types of syntactical rank- shift are found in the book?
2. Why are those types included into syntactical rank-shift?

1.3 Scope of the Study

In this research, the researcher focuses on analyzing and identifying the types of syntactical rank-shift from the data that is used by the researcher in this study. The data is from two story books with titles *The Mummy with No Name* by Geronimo Stilton and *Mumi Tanpa Nama* by Tanti Susilawati.

1.4 Objective of the Study

The objectives of the research are:

1. To identify the types of syntactical rank-shift which are found in the books entitled *The Mummy with No Name* by Geronimo Stilton and *Mumi Tanpa Nama* by Tanti Susilawati.
2. To analyze the types which are included into syntactical rank-shift from the books *The Mummy with No Name* by Geronimo Stilton and *Mumi Tanpa Nama* by Tanti Susilawati.

1.5 Significance of the Study

The result of this research can be valuable contribution to:

1. Dian Nuswantoro University Semarang, especially for English Department students. By reading this thesis, the researcher hopes that the students will get a lot of knowledge and understanding about kinds of syntactical rank-shift in

translation, so that they can use the rank-shift types in their works, because those all will help them to make a good translation.

2. Anyone who reads this thesis. By reading this thesis, it is expected that those types of rank-shift in translation especially syntactical rank-shift, would be considered as one of many ways to make a good and perfect translation in translating a text.

1.6 Thesis Organization

In order to present the thesis systematically and to make it easy for the readers to understand, this research is presented in five chapters with the following organization.

Chapter one is introduction which discusses the general background of the study, statement of the problem, scope of the study, objective of the study, significance of the study, and thesis organization.

Chapter two presents Review of Related Literature. In this chapter the researcher explains about theories which are used to analyze the data. The theories are about language, translation, shift, word, phrase, sentence and clause.

Chapter three contains Research Method, which involves research design, unit of analysis, source of data, technique of data collection, and technique of data analysis.

Chapter four presents syntactical rank-shift analysis in *The Mummy with No Name* by G. Stilton translated into *Mumi Tanpa Nama* by Tanti Susilawati.

Chapter five presents conclusions and suggestions of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher needs some theories as references related to the study and related to the problems discussed in this thesis.

2.1 Language

Language is used as a tool in communication between people. Language is a communication of thought and feelings through a system of arbitrary signals, such as voice sounds or spoken language, gestures, or written symbols as sign language. It is a system that has rules for combining its components become words, sentences or phrases.

Language is also a system that is used by a nation, people or other distinct community. Every nation in the world has its own language or often called dialect. "Those who know nothing of foreign languages, knows nothing of their own." - Johann Wolfgang Von Goethe (1749-1832). He wants to explain that people in the world need language to communicate. People should not just understand and expert in their own language, they need foreign language to get know what and how the people in other country are. They need language to make a deal with other people, especially from abroad.

"We invent the world through language. The world occurs through language."

- Mal Pancoast. He means that the world is growing because of language. Without language, the better world will never happen.

2.2 Translation

Translation is the act of translating, removing, or transferring data from source language(SL) into target language(TL). In his attempt to transfer meaning from one language (SL) to another (TL) by means of the universally known practice of translation, the translator faces a plethora of linguistic, stylistic and even cultural problems. In this regard, Popovič (1970: 79) confirms that "this transfer is not performed directly and is not without its difficulties." This means that the act of translation can be analyzed along a range of possibilities, which brings about a number of shifts in the linguistic, aesthetic and intellectual values of the source text (ST).

Translation is studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.(Larson, 1984: 3).

It can be said that in the translation work, the translators should understand all about the lexicon, grammatical structure, communication situation and cultural context of the source language, so they can analyze the meaning of the text and then they could reconstruct it into target language using lexicon and grammatical structure which are appropriate in the original language in order to deliver the message of the text.

Translation Process:

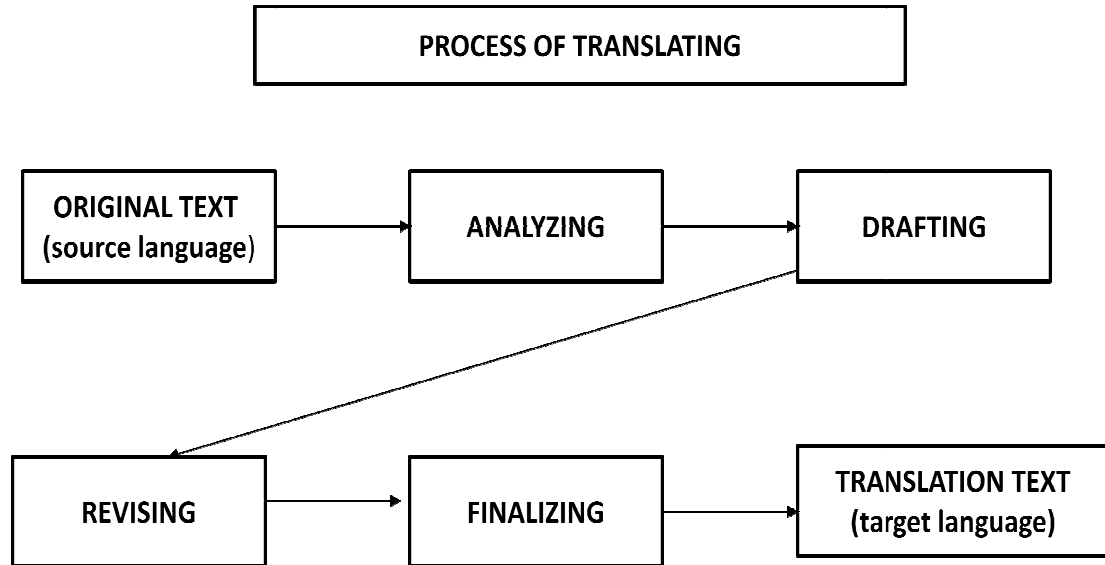


Figure 2.1 Translation Process

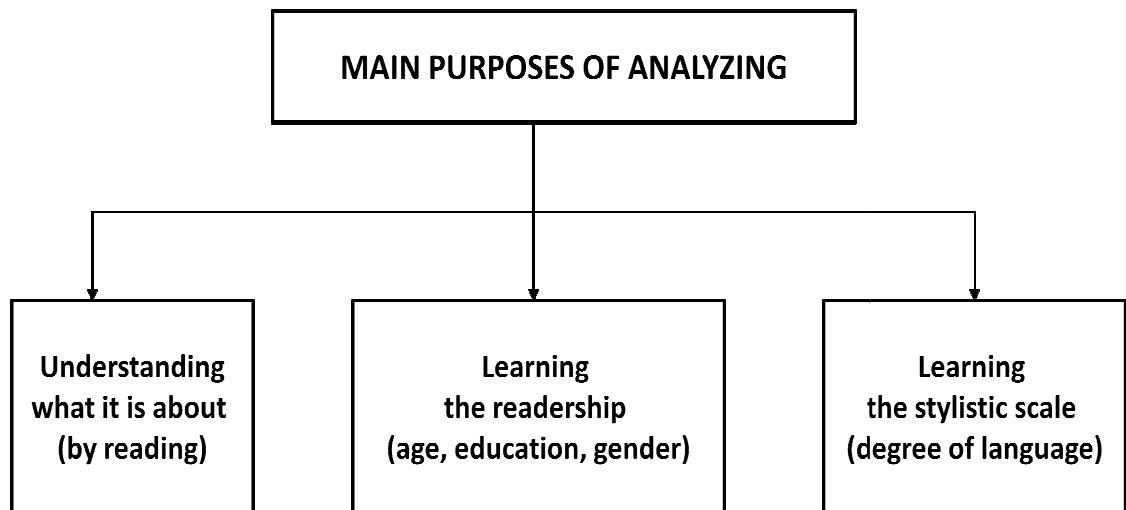


Figure 2.2 The approaches to analyzing (how to start translating) by Newmark, (1988: 21)

It can be shown that the process of translation starts from analyzing the original text (Source Language), translators should read the data more than two times to understand the intention and what it is about of the text. After they read the text, they should learn the stylistic scale (degree of language) and learn the readership in order to determine the average age, education and gender of their target readers. The translators maybe face possible structural problems due to differences rule and structure between source language and target language, so they will need relevant sources such as encyclopedias, dictionaries, textbooks and etc.

In analyzing the source language, the reading activity is very needed to get the main ideas of each paragraph and the relationship between those ideas in the original text. Then make it as a draft by transferring their ideas and understanding of the text into target sentences and checking the grammatical errors and consistency in using terms. The next step is finalizing, the translators restructured the translation into translation text (Target Language) and it is ready for submission.

2.3 Shift

'Shift' should be redefined positively as the consequence of the translator's effort to establish translation equivalence (TE) between two different language systems.

Shifts are all the mandatory actions of the translator (those dictated by the structural discrepancies between the two language systems involved in this process)

and the optional ones (those dictated by the his personal and stylistic preferences) to which he resorts consciously for the purpose of natural and communicative rendition of an SL text into another language.

Shift (Transposition & Modulation):

“Transposition is a translation procedure involving a change in the grammar from SL to TL” (Newmark, 1988: 85). It means that shift is a translation system that involves a grammatical change from SL to TL.

“*Modulasi melibatkan pergeseran makna karena terjadi perubahan perspektif dan sudut pandang*” (Machali, 2000: 69). It means that the meaning in a translating text could be different because a perspective and point of view changing. The differences of the cultures or else between SL and TL hence a translator considers for the best in translating the text. He uses his perspective and point of view to translate same as the culture in TL, so that the readers could understand the meaning from the text.

There are two basic sources of translation shifts: *source language text-centered shift* and *target language text-centered shift*. The source language text-centered shifts are of three kinds, namely, *grammatical shift*, which mainly concerns particle markedness, foregrounding, and tenses; *shifts related to cohesion*, which mainly concern ellipsis; and *textual shifts*, which mainly concern genetic ambivalence, and embodiment of interpersonal meaning. The target language text-centered shift causes the main problem concerned with achieving effectiveness,

pragmatic appropriateness (including the cultural one), and information (referential) explicitness. (Machali, 1998: 160)

Catford (1965:73) defines a translation shift as departures from formal correspondence in the process of going from the SL to the TL. He argues that there are two main types of translation shifts, namely level shifts, where the SL item at one linguistic level (e.g. grammar) has equivalent at a different level (e.g. lexis), it means that a grammatical unit in English, such as noun, affixes, etc, has a lexical unit in Bahasa Indonesia (Machali 1998: 14), and category shifts which are divided into four types.

- a. Structural shifts: these are said by Catford to be the most common form of shift and to involve mostly a shift in grammatical structure. Structure shift is the changing of words sequence in a sentence. There are amongst the most frequent category shift at all ranks in translation; they occur in phonological and graphological translation as well as in total translation.
- b. Class shifts: these comprise shifts from one part of speech to another.
- c. Unit shifts: these are shifts where the translation equivalent in the TL is at a different rank to the SL. 'rank' here refers to the hierarchical linguistic units of sentence, clause, group, word and morpheme.
- d. Intra-system shifts: these are shifts that take place when the SL and TL possess approximately corresponding system but where 'the translation involves selection of a non-corresponding term in the TL system' (1965: 80; 2000:146)

Simatupang (2000:88) states that every language has its own system. One language's rules do not always fit another one's. Each language has its own linguistic devices to state things. The translation shift is seen since the existence of different rules and structures between languages. Based on the *Pengantar Teori* book by Mauritis D.S. Simatupang, there are four types of rank-shift in translation, such as morpheme rank-shift, syntactical rank-shift, word rank-shift and semantic rank-shift.

1. Morpheme rank-shift, for example:

a. SL: Immoral

TL: *tidak sopan*

b. SL: Reappear

TL: *muncul kembali*

c. SL: Recycle

TL: *daur ulang*

Bound morphemes (*im-*, *re-*) become words of free morphemes (*tidak*, *kembali*, *ulang*) but Bound morpheme might stay the same like in:

a. SL: Discrepancy

TL: *ketidakcocokan*

b. SL: Loneliness

TL: *kesepian*

2. Syntactical Rank-shift

Syntactical rank-shift in translation has five classifications, they are word to phrase, phrase to clause, phrase to sentence, clause to sentence and sentence to passage.

1. Word to phrase

Syntactical rank-shift of word to phrase is a word in source language which is translated into a phrase in target language. For example:

a. SL: Girl

TL: *anak perempuan*

b. SL: Stallion

TL: *kuda jantan*

c. SL: Puppy

TL: *anak anjing*

2. Phrase to clause

Translation shift can also occur from phrase to clause, such as:

a. SL: Not knowing what to say (he just kept quite)

TL: *karena dia tidak tahu apa yang hendak dikatakannya (....)*

b. SL: After eating the cake, ...

TL: *setelah dia memakan kue itu*

3. Phrase to sentence

Syntactical rank-shift of phrase to sentence can happen in a translation work, for example:

SL: His misinterpretation of the situation (*caused his downfall*)

TL: *Dia salah menafsirkan keadaan (dan itulah yang menyebabkan kejatuhannya)*

4. Clause to sentence

This is an example of syntactical rank-shift of clause (dependent clause) to sentence (a sentence or independent clause):

SL: Her unusual voice and singing style thrilled her fans), *who reacted by screaming, crying and clapping*

TL: *suaranya yang luar biasa dan gayanya bernyanyi memikat para penggemarnya) mereka memberikan reaksi dengan berteriak-teriak dan bertepuk tangan.*

5. Sentence to passage

The example below is a shift example from sentence to passage or one sentence into some sentences.

SL: 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

TL: *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.*

3. Word rank-shift in translation includes noun to adjective,

- a. SL: He is in a bad condition

TL: *dia dalam keadaan yang buruk/ dia tidak sehat*

- b. SL: He is in doubt

TL: *dia ragu-ragu*

Noun to verb,

- a. SL: They had a long sleep

TL: *mereka tidur lama sekali*

- b. SL: They had a fight

TL: *mereka berkelahi*

4. Semantic rank-shift, this semantic shift may occur due to the distinctions of cultures or point of views. There are big possibilities for something lost or gained in this way cause of the absence of the equivalence.

Generic meaning to specific meaning or vice versa

- a. SL: Dia

TL: *she/he*

- b. SL: Girlfriend

TL: *teman perempuan/pacar (perempuan)*

- c. SL: Boyfriend

TL: *teman laki-laki/pacar(laki-laki)*

- d. SL: Child

TL: *anak laki-laki/anak perempuan*

2.4 Word

Richard Nordquist on www.grammar.about.com, states that in language, a word is the smallest element that may be uttered in isolation with semantic or pragmatic content (with literal or practical meaning). This contrasts with a morpheme, which is the smallest unit of meaning but will not necessarily stand on its own. A word may consist of a single morpheme (for example: *oh!*, *rock*, *red*, *quick*, *run*, *expect*), or several (*rocks*, *redness*, *quickly*, *running*, *unexpected*), whereas a morpheme may not be able to stand on its own as a word (in the words just mentioned, these are *-s*, *-ness*, *-ly*, *-ing*, *un-*, *-ed*).

A complex word will typically include a root and one or more affixes (*rock-s*, *red-ness*, *quick-ly*, *run-ning*, *un-expect-ed*), or more than one root in a compound (*black-board*, *rat-race*). Words can be put together to build larger elements of language, such as phrases (*a red rock*), clauses (*I threw a rock*), and sentences (*He threw a rock too but he missed*).

The term *word* may refer to a spoken word or to a written word, or sometimes to the abstract concept behind either. Spoken words are made up of units of sound called phonemes, and written words of symbols called graphemes, such as the letters of the English alphabet.

2.5 Phrase

Richard Nordquist on 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:

2.5.1 Absolute Phrase

A group of words that modifies an independent clause as a whole. Example: "Still he came 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*)

2.5.2 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** consists 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 Verspoor 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)

2.5.3 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 positions in a sentence.

Example:

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

2.5.4 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 disappointment to him, to me and to Eva." (Judith Hubback, *From Dawn to Dusk*)

2.5.5 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)

2.5.6 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*)

2.5.7 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)

2.5.8 Verb Phrase

- a. In traditional grammar, a word group that includes a main verb and its auxiliaries.
- b. 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 Griswold in *Vacation*, 1983).

2.6 Sentence

According to Richard Nordquist on 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.

2.6.1 Simple Sentence

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

- a. "Children are all foreigners." (Ralph Waldo Emerson)

- b. "Mother died today." (Albert Camus, *The Stranger*, 1842)
- c. "Of course, no man is entirely in his right mind at any time." (Mark Twain, *The Mysterious Stranger*)

2.6.2 Compound Sentence

A sentence that contains at least two independent clauses.

Compound sentences can be formed in three ways:

- a. using coordinating conjunctions (*and, but, for, nor, or, so, yet*);
- b. using the semicolon, either with or without conjunctive adverbs;
- c. on occasion, using the colon.

Example:

- a. "It was a bright cold day in April, and the clocks were striking thirteen." (George Orwell, *Nineteen Eighty-Four*, 1949)
- b. "The drought had lasted now for ten million years, and the reign of the terrible lizards had long since ended." (Arthur C. Clarke, *2001: A Space Odyssey*, 1968).

2.6.3 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 the simple sentence, the compound sentence, and the compound-complex sentence.

Example:

- a. "He was like a cock who thought the sun had risen to hear him crow." (George Eliot, *Adam Bede*)

- b. "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)

2.6.4 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:

- a. "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)
- b. "Hatred, which could destroy so much, never failed to destroy the man who hated, and this was an immutable law." (James Baldwin)

2.7 Clause

Richard Nordquist on 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:

2.7.1 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)

2.7.2 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:

- a. "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 Valance*, 1962)
- b. "All human beings should try to learn *before they die* what they are running from, and to, and why." (attributed to James Thurber)

2.7.3 Comment Clause

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

Example:

"*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)

2.7.4 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 suggests, a comparative clause expresses a comparison: "Shyla is smarter *than I am*."

Example:

a. "No other president ever enjoyed the presidency **as I did**."

(Theodore Roosevelt)

b. "I only saw in him a much better man **than I had been to Joe**."

(Charles Dickens, *Great Expectations*)

2.7.5 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 indirect objects (sometimes).

Example:

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

2.7.6 Conditional Clause

A type of adverbial clause 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:

- a. "*If you want a friend in Washington, get a dog.*" (Harry Truman)
- b. "*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 Divine and Moral")

2.7.7 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:

- a. "*When liberty is taken away by force, it can be restored by force. When it is relinquished voluntarily by default, it can never be recovered.*" (Dorothy Thompson)
- b. "*The average man does not want to be free. He simply wants to be safe.*" (H.L. Mencken)

2.7.8 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)

2.7.9 Matrix Clause

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

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)

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

Example:

- a. "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)
- b. "I believe *that there is a subtle magnetism in Nature*, which, if we unconsciously yield to it, will direct us aright." (Henry David Thoreau)

2.7.11 Relative Clause

A clause 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 clause**.

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

Example:

- a. "It is not the employer *who pays the wages*. Employers only handle the money. It is the customer *who pays the wages*." (Henry Ford)
- b. "Animals, *whom we have made our slaves*, we do not like to consider our equal." (Charles Darwin)

2.7.12 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:

- a. "When I'm good, I'm very, very good, but when I'm bad, I'm better." (Mae West, *I'm No Angel*)
- b. "Memory is deceptive because it is colored by today's events." (Albert Einstein)

2.7.13 Verbless Clause

A clause-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 Design, Unit of Analysis, Source of Data, Technique of Data Collection and Technique of Data Analysis

3.1 Research Design

In this research, the researcher used descriptive method. Descriptive method is the method which the purpose is to describe systematically, factually and accurately (Issac and Michel, 1987: 18). This means that the researcher, in this research, described the syntactical rank-shift in the story books *The Mummy with No Name* by Geronimo Stilton and its translation *Mumi Tanpa Nama* by Tanti Susilawati by clasifying and analyzing those types.

3.2 Unit of Analysis

In this study, the researcher focused on the words, phrases, clauses and sentences in the source language of the book *The Mummy With No Name* by Geronimo Stilton (119 pages) and its translation *Mumi Tanpa Nama* by Tanti Susilawati (127 pages), then analyzed them all into syntactical rank-shift types.

3.3 Source of Data

Data are very important to do a research. Source of data is the subject where the data are found in the research (Arikunto, 2002: 107). The data used in this research were taken from the story book entitled *The Mummy with No Name* by Geronimo Stilton and its Indonesian version *Mumi Tanpa Nama* by Tanti Susilawati. The English story book was published in New York in 2006 while the Indonesian version was published in Jakarta in 2011.

3.4 Technique of Data Collection

To collect the data, the researcher uses the following steps:

a. Selecting

The researcher chose the books entitled *The Mummy with No Name* by Geronimo Stilton and its translation, *Mumi Tanpa Nama* by Tanti Susilawati.

b. Reading the data from the books carefully.

c. Choosing the pages that would be used as data samples.

d. Finding the words, phrases, sentences and clauses which are included into syntactical rank-shift types both in Indonesian and English version.

3.5 Technique of Data Analysis

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

- a. Identifying the data including words, phrases, clauses and sentences which were found in books *The Mummy with No Name* by Geronimo Stilton and *Mumi Tanpa Nama* by Tanti Susilawati.
- b. Classifying those words, phrases, clauses and sentences into syntactical rank-shift types in translation.
- c. Analyzing those types of syntactical rank-shift in translation which were found in the books.
- d. Drawing conclusion

CHAPTER IV
DATA ANALYSIS

In the process of translation, there are so many ways and methods which can be used. Syntactical rank-shift in translation is one of the ways that can be used in translating one language to another. This chapter presents the finding and discussion of the finding of syntactical rank-shift types in translation used in *The Mummy with No Name* and its translation *Mumi Tanpa Nama*.

4.1 The Findings of Syntactical Rank-Shift in Translation used in *The Mummy with No Name* and its translation *Mumi Tanpa Nama*

Table 4.1 is the data of syntactical rank-shift in translation found by the researcher in the story book *The Mummy with No Name* by Geronimo Stilton which is translated into *Mumi Tanpa Nama* by Tanti Susilawati.

No.	Syntactical Rank-shift of translation	Number	Percentage
1.	Word to Phrase	59	55,6 %
2.	Phrase to Clause	-	0 %
3.	Phrase to Sentence	1	1 %
4.	Clause to Sentence	3	2,8 %
5.	Sentence to Passage	2	1,9 %
6.	Sentence to Word	2	1,9 %
7.	Phrase to Word	27	25,5 %
8.	Clause to Phrase	3	2,8 %
9.	Passage to Sentence	5	4,7 %
10.	Sentence to Clause	2	1,9 %
11.	Clause to Word	2	1,9 %
Total Number/Percentage (%)		106	100 %

From the book *Pengantar Teori* by Mauritis D.S. Simatupang, there are 5 types of syntactical rank-shift in translation. From table 4.1, it can be seen that the types from number one to five are types found in the books based on Simatupang's theory, and those types are used in the story books, except the syntactical rank-shift of phrase to clause which is not found in the books. The types which are found by the researcher are syntactical rank-shift of word to phrase which the percentage of the translation shift is the highest (e.g. *office* is translated into *ruang kerja*; *desk* is translated into *meja tulis*; *claw* is translated into *cakar kucing*), and the syntactical rank-shift of phrase to sentence which has one number of translation shift (e.g. *can't breath* is translated into *aku tidak bisa bernafas*).

The others of syntactical rank-shift found are syntactical rank-shift of clause to sentence which has three numbers of translation shift (e.g. *Then Benjamin reached for her dress* is translated into *Benyamin menarik ujung roknya*; *Then he began to translate the mysterious Egyptian hieroglyphics* is translated into *professor mulai menerjemahkan hieroglif yang tertulis disana*), then syntactical rank-shift of sentence to passage which also has two numbers of translation shift (e.g. *I ruled over the fertile lands near the river Nile and all of the rodents who lived there* is translated into *aku memerintah di tanah subur yang diairi oleh endapan lumpur sungai Nil. Aku memerintah atas seluruh makhluk yang mendiami daerah itu*).

The researcher also found other changes of the syntactical rank-shift types which occur in the translated version. From table 4.1, it can be shown that the rest of

the numbers are the types of syntactical rank shift found by the researcher which are not included in Simatupang's theory.

From the table above, the researcher found six types of syntactical rank-shift which are not written in Simatupang's book. They are syntactical rank-shift of sentence to word which has two numbers of translation shift (e.g. *I asked my nephew* is translated into *ajakku*; *I'm feeling fine* is translated into *mendingan*), and syntactical rank-shift of phrase to word which has 27 numbers of translation shift (e.g. *New Mouse city* is translated into *Tikuspolitan*; *the floor plan* is translated into *denah*; *my cell phone* is translated into *teleponku*)

Moreover, the syntactical rank-shift of clause to phrase has three numbers of translation shift (e.g. *the land where you were born* is translated into *tanah kelahiranmu*; *What the Pharaoh's precious treasure is* is translated into *misteri harta karun sang Firaun*), then syntactical rank-shift of passage to sentence has five numbers of translation shift (e.g. *The same disgusting musty odor I had smelled earlier filled the air. Then we heard someone-or something-moaning* is translated into *Kami bisa mencium bau apek dan mendengar suara lolongan*; *I lived in a large palace with many servants. I commanded a powerful army. I knew many riches in my life* is translated into *Aku memiliki istana megah dengan banyak harta di dalamnya, pasukan yang tangguh dan juga banyak sekali pelayan*)

Syntactical rank-shift of sentence to clause has two numbers of translation shift (e.g. *I was lazily reading a book* is translated into *saat aku sedang membaca buku dengan santai*; *The Mummy took advantage of our sneezing fits and ran off*

down the hall is translated into *Ketika kami bersin, si Mumi mengambil kesempatan untuk kabur lewat lorong yang tadi kami lewati*), and syntactical rank-shift of clause to word also has two numbers of translation shift (e.g. *that was covered in dust* is translated into *berdebu*)

4.2 The Discussion of the Findings

The followings are the examples of translation shift analysis of syntactical rank-shift types that the researcher found in the book:

1. Word to Phrase

The syntactical rank-shift of word that is translated into phrase can be explained in the following examples:

Excerpt 1

SL: private **office**. (p. 27)

TL: *ruang kerja pribadi*. (p.37)

From the above example, it can be seen that the English word '*office*' in the source language is translated into a phrase '*ruang kerja*' in the target language. Actually that word can be translated into '*kantor*' which had the same rank such as the original but the translator prefers to use the unit shift within the translation work, so the syntactical rank-shift of word to phrase occurred.

Excerpt 2

SL: He searched the floor, his **desk**, the inside of his garbage pail. (p. 45)

TL: *Dia mencari-cari di seluruh lantai, di **meja tulisnya**, juga di saku bajunya.* (p. 55)

The English word ‘*desk*’ which is categorized into a noun is translated into a noun phrase ‘*meja tulis*’ which is containing a possessive pronoun ‘*-nya*’ (in Indonesian) in the target language. It can be done because the word ‘*desk*’ means a table that is used for writing and in Indonesian, ‘*meja*’ is ‘*table*’ and ‘*tulis*’ is ‘*write*’. So the syntactical rank-shift of word to phrase occurred because of a combination between a noun ‘*meja*’ and a verb ‘*tulis*’ which have the same meaning as the word ‘*desk*’ and that phrase is more acceptable.

Excerpt 3

SL: The shadow stretched toward me like a **claw**! (p. 47)

TL: *Bentuknya memanjang ke arahku, **bagai cakar kucing** tajam yang siap merobek tubuhku.* (p. 57)

From the example above, it can be seen that the English word ‘*claw*’ is translated into a phrase ‘*cakar kucing*’ in the target language. It can be done because the characters in the story book are mice and their main enemy is cat. The translator wants to emphasize that Geronimo (the mouse) was really afraid like seeing a cat, so

the readers can feel and imagine how the mouse feel by reading the translation in the text.

Excerpt 4

SL: When I came to, I was in the New Mouse City **Hospital**. (p. 88)

TL: *Saat siuman, aku ternyata sudah dibawa ke **rumah sakit**.* (p. 100)

The English word '*hospital*' is translated into a phrase '*rumah sakit*' in the target language. It can be done because in the English-Indonesian dictionary, there is no other translation of the word '*hospital*' except the phrase '*rumah sakit*'. The translation shift entails the unit shift since the word in the original is translated into different rank in the target language. The syntactical rank-shift occurred because the English word is translated into a phrase in Indonesian.

Excerpt 5

SL: Outside, the **wind** whipped the leaves around in swirls of red and gold. (p. 1)

TL: ***Angin dingin** bertiup kencang di luar dan menerbangkan dedaunan yang berguguran dari pepohonan.* (p. 11)

From the example above, it can be seen that the word '*wind*' in the source language is translated into a phrase '*angin dingin*' in the target language. It can be done because the setting of the story is on October, which means the season at the time is autumn or winter. In that season, the weather becomes very cold, so the

translator adds the word '*dingin*' in the translation which means '*cold*' in English in order to emphasize the meaning that the wind which is blowing at that time is very cold. For that reason, the syntactical rank-shift of word to phrase occurred.

Excerpt 6

SL: So, Benjamin told me that you are going to have a **Halloween** party. (p. 10)

TL: *Beberapa hari lagi Benyamin akan berulang tahun.* (p. 20)

The English word '*Halloween*' is translated into a phrase '*berulang tahun*' in the target language. The translator prefers to use that phrase because there is no '*Halloween*' in Indonesia. This is a culture which is usually held in Europe and America at the end of October and not all people in Indonesia know what '*Halloween*' is. So that she translates this word into a phrase '*berulang tahun*' which is more acceptable and suitable with the Indonesian culture and it can be understood by the people in Indonesia. The prefix *ber-* (in Indonesian) is added conducting to Benjamin who has a birthday. For the reason, the syntactical rank-shift of word to phrase occurred.

Excerpt 7

SL: Hall of **Scarabs**. (p. 51)

TL: *Ruangan Koleksi Kumbang.* (p. 61)

By looking at the example above, there is the word in plural with augmentation *-s* on ‘*scarabs*’ which means there is more than one scarab in the hall. The translator mentioned the word into a phrase ‘*koleksi kumbang*’ in the target language because usually in the most halls of scarabs in the museums there are many collections of scarab. So that the translator chose to add a word ‘*koleksi*’ in her translation work which also has the same meaning as the original.

Excerpt 8

SL: “Let’s go back to the **underground** chamber where I found the mummy with no name. Maybe we’ll find something there,” he suggested. (p. 62)

TL: “*Mari kita turun ke ruang bawah tanah, tempat pertama kali kutemukan Mumi Tanpa Nama itu. Mungkin disana ada petunjuk untuk memecahkan misteri ini!*”
usulnya. (p. 72)

It can be done because in the English-Indonesian dictionary, another translation of the English word ‘*underground*’ is ‘*tersembunyi*’ which has the same unit shift. But the translator prefers to use the phrase ‘*bawah tanah*’ because the ‘*chamber*’ is placed deep under the ground of the building and this phrase is more suitable to be used in the Indonesian sentence to deliver the message than the word ‘*tersembunyi*’ which means ‘*hidden*’. For the above reason, the syntactical rank-shift of word to phrase occurred.

Excerpt 9

SL: It was the rolled **papyrus!** My eyes nearly popped out of my fur. (p. 70)

TL: *Tapi mataku langsung tertuju ke gulungan **kertas papirus** yang menyeruak dari dalam tasnya.* (p. 80)

From the above example, it can be inferred that the word ‘*papyrus*’ in the source language is adopted into a word in the target language with replace the letter ‘y’ into ‘i’ and become ‘*papirus*’ in Indonesian but the pronunciation between both languages almost similar. The word ‘*papyrus*’ itself has a meaning as a paper which made by grass, so that translator chose to add the word ‘*kertas*’ in her translation work to emphasize that ‘*papyrus*’ is also a kind of paper. The translation shift that occurs from the example is syntactical rank-shift of word to phrase.

Excerpt 10

SL: He crossed the round room, then a **rectangular** room, and then a square room.
(p. 26)

TL: *Dari sana, kami lantas melintasi sebuah aula **persegi panjang** dan sebuah ruangan bujursangkar.* (p. 36)

It can be seen that the English word ‘*rectangular*’ is translated into a phrase ‘*persegi panjang*’ in the target language. It can be done because there is no other translation of that English word except the phrase ‘*persegi panjang*’ in Indonesian

and the translation shift entails the unit shift since the word in the original is translated into different rank in the target language. So that the syntactical rank-shift of word to phrase occurred.

Excerpt 11

SL: I was **lazily** reading a book. (p. 2)

TL: *Saat aku sedang membaca buku **dengan santai**.* (p. 12)

From the above example, it is shown that the single English word ‘*lazy*’ containing an affix ‘-ly’ is translated into a phrase ‘*dengan santai*’ in the target language. It can be done since the affix ‘-ly’ in English means a word ‘*dengan*’ in Indonesian so the translation of the word ‘*lazily*’ become a phrase because it contains of a preposition ‘*dengan*’ and an adjective word ‘*santai*’. And for the word ‘*lazy*’ means ‘*malas*’ in Indonesian but the translator prefers to replace it into the word ‘*santai*’ which also has the same meaning.

2. Phrase to Sentence

The syntactical rank-shift of phrase to sentence can be described in the following example below:

Excerpt 12

SL: “**Can’t breathe...** can’t breathe,” I gasped. (p. 11)

TL: “*Aku ...aku tak bisa bernafas.. hhh...*” rintihku. (p. 21)

The verb phrase '*can't breathe*' in the source language is translated into a sentence '*aku tak bisa bernafas*' in the target language. It might occur because if that phrase was translated into word for word in Indonesian, the meaning will sound unnatural. The phrase '*can't breath*' can not stand alone in Indonesian like '*tak bisa bernafas*'. So the translator uses syntactical rank-shift of phrase to sentence in translation with adding a personal pronoun '*aku*' to emphasize the meaning.

3. Clause to Sentence

In the syntactical rank-shift, a clause in Source Language can be translated into a sentence in Target Language such as in the following analysis:

Excerpt 13

SL: **Then Benjamin reached for her dress.** (p. 71)

TL: *Benyamin menarik ujung roknya.* (p. 82)

The English clause '*Then Benjamin reached for her dress*' is included into an adverbial clause. An adverb clause begins with a subordinating conjunction and includes a subject and a predicate. In the target language, the translator prefers to translate it into a sentence and to wipe out the word '*then*' since it will not change the meaning and in the translated novel, she makes that sentence in a new paragraph. So the syntactical rank-shift of clause to sentence occurs.

4. Sentence to Passage

The translator uses a passage in translating the sentence of the source language in order to reach the readability of the translation work. The example of the syntactical rank-shift of sentence to passage is described below:

Excerpt 14

SL: I ruled over the fertile lands near the River Nile and all of the rodents who lived there. (p. 38)

TL: *Aku memerintah di tanah subur yang diairi oleh endapan lumpur Sungai Nil. Aku memerintah atas seluruh makhluk yang mendiami daerah itu.* (p. 48)

By looking at the above example, it can be seen that the translator uses a unit shift within the translation work. That sentence is included into a compound sentence which is using coordinating conjunction ‘*and*’. The translator changes the sentence into a passage by dividing it into two sentences. He translates the dependent clause ‘*and all of the rodents who lived there*’ into an independent sentence in the target language by adding a subject and a predicate ‘*aku memerintah*’.

5. Sentence to Word

The syntactical rank-shift of sentence to word can be explained in the following examples:

Excerpt 15

SL: “Would you like to come with me to the Egyptian Museum?” **I asked my nephew.** (p. 3)

TL: “*Benyamin, apakah kamu mau ikut Paman ke Museum Mesir?*” **ajakku.** (p. 13)

From the example of the syntactical rank-shift of sentence to word above, it can be seen that the English sentence ‘*I asked my nephew*’ is translated into ‘*ajakku*’ in Indonesian. In the sentence of the target language, there is a name ‘*Benyamin*’ and a word ‘*Paman*’ which indicates that Benyamin is a nephew of Uncle Geronimo’s. So the readers will understand that the word ‘*ajakku*’ means that Geronimo asked his nephew to go to the Museum.

Excerpt 16

SL: “**I’m feeling fine,** Benjamin,” I said. (p. 91)

TL: “***Mendingan,***” *jawabku.* (p. 103)

The English sentence ‘*I’m feeling fine*’ means that Geronimo is feeling better. That sentence is translated into a word ‘*mendingan*’ in the target language which have the same meaning as ‘*feel better*’. The translator prefers to use that word to

emphasize that Geronimo is feeling better without translate it into a sentence again in the target language. So, the syntactical rank-shift of sentence to word occurs.

6. Phrase to Word

A phrase in the source language can be translated into a word in the target language, and the examples below are the descriptions:

Excerpt 17

SL: Director of the Egyptian Mouseum in **New Mouse City**. (p. 25)

TL: *Direktur Museum Mesir **Tikuspolitan***. (p. 35)

The English phrase ‘*New Mouse City*’ is translated into ‘*Tikuspolitan*’ in the target language. Actually, the word ‘*Tikuspolitan*’ can be replaced into a phrase ‘*Kota Tikus*’ which has the same unit shift as the original, but the translator prefers to use the word ‘*Tikuspolitan*’ which also means a big or modern city of mice in the target language. Because of that, the syntactical rank-shift of phrase to word occurs.

Excerpt 18

SL: “This is the **floor plan** of the museum, Geronimo,” he explained. (p. 49)

TL: “*Ini **denah** museum,*” kata Profesor sambil menyodorkan secarik kertas kepadaku. (p. 59)

From the example above, the English phrase *'floor plan'* in the source language is translated into *'denah'* in the target language. In Indonesian, beside the word *'denah'*, the phrase *'floor plan'* can be also translated into *'peta'* in Indonesian but it is also a single word. It means that the phrase *'floor plan'* in the source language doesn't have the same unit shift translation in the target language, that is why it is included into syntactical rank-shift of phrase to word.

Excerpt 19

SL: Right at that moment, **my cell phone** rang. (p. 12)

TL: *Tepat pada saat itu, teleponku* bordering. (p. 22)

The English phrase *'my cell phone'* in the source language is translated into a word *'teleponku'* in the target language. It can be done because the possessive pronoun *'my'* in the source language is translated into a possessive pronoun *'-ku'* in the target language which is united with the noun. In the target language, the translation of *'cell phone'* is *'telepon'* or *'telepon genggam'*, but the translator prefers to use the word *'telepon'* so the syntactical rank-shift of phrase to word occurs.

Excerpt 20

SL: But while she was helping me into the chair, she accidentally stomped on **my paw**. (p. 9)

TL: *Akan tetapi, selagi dia menyeret kursi sambil menghampiriku, sepatunya menginjak **kakiku!*** (p. 19)

By looking at the above example, it can be seen that the English noun ‘*paw*’ containing possessive pronoun ‘*my*’ as a noun phrase ‘*my paw*’ is translated into a word ‘*kakiku*’ in the target language. In the translation work, the single word ‘*kaki*’ which is added with a possessive pronoun ‘*-ku*’ (in Indonesian) as a word happened to equal the meaning as the original. So that the syntactical rank-shift of phrase to word occurred since there is unit shift used within the translation.

Excerpt 21

SL: “Great work, you two! Now we can finally **figure out** what the Pharaoh’s precious treasure is!” he cried excitedly. (p. 76)

TL: *“Bagus, Benyamin dan Pandora!” puji professor Yero Gelif. “Kini dokumennya sudah lengkap, dan kita dapat **menyingkap** misteri harta karun sang Firaun!”* (p. 88)

The English phrase ‘*figure out*’ is a verb phrase which is translated into a word ‘*menyingkap*’ in the target language. And there is no word class changing in both of the phrase and the word in the translation work above. Actually the phrase

can be also translated into '*mencari tahu*' which has the same unit shift as the original but the translator prefers to use the word '*menyingkap*' which is also more suitable conducting the word '*misteri*' in Indonesian, so the readers can imagine and receive the message of the translation.

Excerpt 22

SL: I received **a text message**. (p. 2)

TL: Ada **SMS**. (p. 12)

From the above example, it can be seen that the English phrase '*a text message*' can be also translated into '*SMS*'. '*SMS*' itself is an abbreviation of '*Short Message Service*', and the syntactical rank-shift of phrase to word can occur since the English culture brings a lot of influences into Indonesians. The Indonesian people tend to adopt the life style and the language of the English so that the English usages are often used by the Indonesian peoples and the phrase above is one of the usages that used by the Indonesian people admittedly.

7. Clause to Phrase

The syntactical rank-shift of clause to phrase is found in the novels by the researcher and it is explained in the following examples:

Excerpt 23

SL: “Great work, you two! Now we can finally figure out **what the Pharaoh’s precious treasure is!**” he cried excitedly. (p. 76)

TL: “*Bagus, Benyamin dan Pandora!*” puji professor Yero Gelif. “*Kini dokumennya sudah lengkap, dan kita dapat menyingkap **misteri harta karun sang Firaun!***” (p. 88)

‘*What the Pharaoh’s precious treasure is!*’ is an English noun clause which is translated into a phrase ‘*misteri harta karun sang Firaun!*’ in the target language. It can be seen that noun clause is a dependent clause that functions as a noun (that is, as an object) within a sentence and also known as a *nominal clause*.

‘*The precious treasure*’ in the source language is translated into ‘*misteri harta karun*’. The word ‘*misteri*’ can be used because there is a word ‘*menyingkap*’ in the target language, and in Indonesian, that word is usually followed by the word ‘*misteri*’ since it is more suitable. The translator uses a phrase in translating that clause in the target language, but it does not make any difference in the meaning. So that unit shift of translation that occurs is called syntactical rank-shift of clause to phrase.

Excerpt 24

SL: We have returned you to Egypt, **the land where you were born**, and placed you beside your beloved bride. (p. 84)

TL: “*Beristirahatlah dengan tenang selama-lamanya! Kini engkau sudah pulang ke Mesir, tanah kelahiranmu!*”(p. 96)

From the example above, it can be seen that the source language ‘*the land where you were born*’ is translated into a phrase ‘*tanah kelahiranmu*’ in the target language. That clause is a relative clause which is a clause that generally modifies the noun phrase and is introduced by a relative adverb ‘*where*’ and also known as an adjective clause. That clause can be translated into a phrase ‘*tanah kelahiranmu*’ since the word ‘*tanah*’ means ‘*the land*’ and the word ‘*kelahiranmu*’ means ‘*your birth*’, so in the target language, the translator makes that clause to be shorter as a phrase without change the meaning in the target language.

8. Passage to Sentence

The syntactical rank-shift of passage in the source language to sentence in the target language can occur in the novels without change the message because of these explanations below:

Excerpt 25

SL: **The same disgusting musty odor I had smelled earlier filled the air. Then we heard someone-or something-moaning.** (p. 41)

TL: *Kami bisa mencium bau apek dan mendengar suara lolongan.* (p. 51)

The translator replaces the personal pronoun 'I' in the source language into 'kami' in the target language because there is the phrase 'filled the air' in the source language which means that the smell is filled the air so on the other words, it means that all of the mice in the room can smell it as well.

The translator also changes that passage from the source language into a sentence into Indonesian with adding a conjunction 'dan' between the clauses so the syntactical rank-shift of passage to sentence occurred.

Excerpt 26

SL: I lived in a large palace with many servants. I commanded a powerful army.

I knew many riches in my life. (p.78)

TL: *Aku memiliki istana megah dengan banyak harta di dalamnya, pasukan yang tangguh dan juga banyak sekali pelayan. (p. 90)*

The syntactical rank-shift of passage to sentence might occur because there is a changing of the unit shift in the translation work. In the source language, that passage contains three sentences which have the same subject and the subject is a personal pronoun 'I' and have three different verbs.

The translator chooses to translate that passage into a sentence in the target language with combines those three sentences to become one compound sentence which contains of one independent clause and two dependent clauses with the conjunction 'dan' (in Indonesian). She uses the unit-shift in his translation because

the passage has the same subject and with translates it into one sentence the readers will understand the meaning of the translation easily.

Excerpt 27

SL: Luckily, my friends had heard my shouts. The lid opened and they quickly pulled me out of the coffin. (p. 59)

TL: *Untunglah kawan-kawanku mendengar teriakanku dan menolongku keluar dari dalam sarkofagus itu!* (p. 69)

The syntactical rank-shift of passage to sentence can be done since the passage above which contains of two sentences is translated into one sentence in the target language. In the source language, the sentence *'the lid opened and they quickly pulled me out of the coffin'* is translated into a compound sentence which is using coordinating conjunctions *'dan'* in the target language become *'dan menolongku keluar dari dalam sarkofagus itu'*. From that example, it can be seen that the translator missed the clause *'the lid opened'* and replaced the word *'coffin'* into *'sarkofagus'* (which is an adopted word from English) in the target language. It might happen in order to deliver the message to the readers and make them imagine as if they really wrapped in the story without translate the whole words from the source language.

Excerpt 28

SL: He explained how he had been doing some work down in the museum's basement the week before. Apparently, the area had been closed for many years. (p. 34)

TL: “*Tepat sekali! minggu lalu, aku turun ke ruangan bawah tanah yang telah tertutup selama bertahun-tahun.*” (p. 42)

The unit shift of translation can occur within the translation work because the passage in the source language is translated into a sentence in the target language. The sentence in Indonesian is contained with an independent clause ‘*aku turun ke ruangan bawah tanah*’ and a relative clause ‘*yang telah tertutup selama bertahun-tahun*’ which is used to modify the noun phrase ‘*ruangan bawah tanah*’ conducting a relative pronoun ‘*yang*’ (in Indonesian).

The translator prefers to shorten and to change the English passage which is an indirect passage into a direct sentence in the target language. It might occur within the translation work since the translator wants to deliver the message to the readers clearly by making the passage in the source language become a conversation in Indonesian.

9. Sentence to Clause

The examples below are the explanation of the syntactical rank-shift of sentence to clause, such as:

Excerpt 29

SL: The Mummy took advantage of our sneezing fits and ran off down the hall.

(p. 54)

TL: *Ketika kami bersin, si Mumi mengambil kesempatan untuk kabur lewat lorong yang tadi kami lewati.* (p. 64)

It can be seen that the English sentence in the source language is translated into a clause in the target language. That sentence uses coordinating conjunction ‘*and*’ and in the target language, that clause is called subordinate clause, which is a group of words that has both a subject and a verb but cannot stand alone as a sentence. This clause is also known as a dependent clause.

The unit shift in translation occurs because a noun phrase ‘*our sneezing fits*’ in the sentence of the source language is translated into a subordinate clause ‘*ketika kami bersin*’ in the target language. It might occur because the translator wants to emphasize the meaning and makes it easy to the readers to imagine and follow the story.

Excerpt 30

SL: **I was lazily reading a book.** (p. 2)

TL: *Saat aku sedang membaca buku dengan santai.* (p. 12)

The English sentence in the source language above is included into a simple sentence which means a sentence with only has one independent clause (also known as a main clause). But that sentence is translated into a clause '*saat aku sedang membaca buku dengan santai*' which is an adverbial clause contains with a dependent clause used as an adverb within a sentence to indicate a condition that '*I was lazily reading a book*'.

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 syntactical rank-shift of sentence to clause might occur because the translator wants to deliver the message by bringing the readers to imagine as if they truly involved in the story.

10. Clause to Word

In the novels, the syntactical rank-shift of clause to word can be found and can be described in the following example:

Excerpt 31

SL: We found ourselves in an office **that was covered in dust.** (p.27)

TL: *Kami pun masuk ke dalam sebuah ruangan **berdebu** yang seluruh dindingnya penuh dengan rak-rak buku.* (p.37)

The English clause '*that was covered in dust*' is included to relative clause which is a clause that generally modifies a noun and is introduced by a relative pronoun '*that*' and also known as an adjective clause. From the above example, it can be seen that the clause contains a relative pronoun '*that*' which it means to modify a noun '*office*'. In the target language, '*berdebu*' itself is an adjective which also follows the noun '*ruangan*' which it modifies.

'*That was covered in dust*' is a passive voice and actually it can be translated into '*yang tertutup debu*' which has the same unit shift as the original language but the translator chooses to use the word '*berdebu*' which also has the same meaning as the source language, so that the syntactical rank-shift of clause to word occurred.

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 the data analysis in the previous chapter, it can be concluded that there are ten kinds of syntactical rank-shift in translation occurred in *The Mummy with No Name* by Geronimo Stilton and its Indonesian version *Mumi Tanpa Nama* by Tanti Susilawati. The syntactical rank-shift types used in the books which are included in five types proposed by Mauritis D.S. Simatupang (2000:88) are syntactical rank-shift of word to phrase, syntactical rank-shift of phrase to sentence, syntactical rank-shift of clause to sentence, and syntactical rank-shift sentence to passage.

Moreover, the rest six types of syntactical rank-shift used in the books are found by the researcher herself, those are syntactical rank-shift of sentence to word, syntactical rank-shift of phrase to word, syntactical rank-shift of clause to phrase,

syntactical rank-shift of passage to sentence, syntactical rank-shift of sentence to clause, and syntactical rank-shift of clause to word.

The researcher found 106 syntactical rank-shift types used in *The Mummy with No Name* and its translation *Mumi Tanpa Nama*. Those are: syntactical rank-shift of word to phrase which has the total percentage of 55,6 % and it consists of 59 numbers; syntactical rank-shift of phrase to sentence which consists of one number with the total percentage of 1 %; syntactical rank-shift of clause to sentence which consists of 3 numbers with the total percentage of 2,8 %; syntactical rank-shift of sentence to passage which consists of 2 numbers with the total percentage of 1,9 %; syntactical rank-shift of sentence to word which consists of 2 numbers with the total percentage of 1,9 %; syntactical rank-shift of phrase to word which consists of 27 numbers with the total percentage of 25,5 %; syntactical rank-shift of clause to phrase which consists of 3 numbers with the total percentage of 2,8 %; syntactical rank-shift of passage to sentence which consists of 5 numbers with the total percentage 4,7 %; syntactical rank-shift of sentence to clause which consists of 2 numbers with the total percentage of 1,9 %; syntactical rank-shift of clause to word which consists of 2 numbers with the total percentage of 1,9 %.

On the other words, it can be summarized that the syntactical rank-shift of word to phrase is the most dominating translation shift that is used in the books which has 59 numbers of syntactical rank-shift and the fewest number used is syntactical rank-shift of phrase to sentence which only has one number of translation shift.

Those types of rank-shift which are found in the books are included into syntactical rank-shift because there is a different rank that occurs 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.

1.2 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 Future Researchers

It is wished that by reading this thesis, the future researchers will get a lot of knowledge and understanding about kinds of syntactical rank-shift in translation, and they can use and learn other theories of translation shift which have not been analyzed in this thesis to get more understanding about translation shift.

2. For the Readers

It is wished that rank-shift types in translation would be considered by the readers as one of many ways to make a good and perfect translation in translating texts, poems, short stories, novels, etc.

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