Does it Work?: Applying English Translation Shift to Achieve Students' Ability

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ABSTRACT

This study investigates the translation abilities of English Education students, specifically the 2022 cohort at the English Education Department, Faculty of Teacher Training and Education, University of Papua. Conducted in March 2024, this research adopts a quantitative method, utilizing a translation shift approach to analyze the collected data. The study's sample consisted of 20 purposively selected students from the 2022 batch (Arikunto, 1993). A translation test was employed as the primary data collection instrument, focusing on simple phrases and sentences. The collected quantitative data were analyzed to evaluate students' translation skills and determine the frequency of applied translation shifts. The findings reveal that students predominantly utilized translation shifts in their translations, with the most frequent being structure shifts and unit shifts. These shifts highlight the students' preference for adapting grammatical structures and linguistic units to achieve equivalence between the source and target languages. Moreover, out of six recognized types of translation shifts, the students successfully demonstrated competence in four, reflecting their ability to handle a range of translation challenges based on the provided test items.

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INTRODUCTION

Communication is an important part that cannot be separated from human life as social beings. The meaning of communication is the process of conveying meaning from one entity or group to another through the use of sign, symbols, and semiotics rules that are understood together. From this explanation, it can be

understood that the notion of communication is an activity of delivering information, be it messages, ideas, and ideas, from one party to another which is carried out directly or indirectly.

All kinds of activities that are carried out certainly require good communication so that it can be understood by the parties involved, so that the goals to be achieved in these activities are more likely to be achieved. With the rapid development of knowledge, technology, economy, culture, tourism, and so on, the need for access to available information sources is getting higher and more urgent. The necessary communication often has to be done across languages, so for some people, this is an obstacle due to their limited understanding of the acts of communication carried out in different languages. Translation has become one of the bridges to reach an understanding of the cross-language communication.

Translation is a transfer process, which has the aim of changing the written text of the source language into the most acceptable text of the target language, thus requiring an understanding of syntax, semantics, and pragmatics as well as the ability to analyze the source language. The very rapid development of translation activities gave birth to translation studies which are also growing very fast. Various theories and models were proposed by scientists.

The first theory by Machali (1998) mentions that there are two types of translation shift, namely obligatory shift and optional shift. The theory of translation shift is a theory that was first introduced by John Catford in his book A Linguistic Theory of Translation (1965). Catford explained that a change occurs or can occur in the translation process so that a shift in the structure is formed. This is due to the attempt to embody the systemic differences between the source language and the target language. Basically, this theory highlights syntactic and semantic changes to produce an acceptable and equivalent translation. Catford argues that translating is not transferring meaning, but changing text from one language to another. So for him the study of translation is in the area of comparative linguistics. Catford distinguishes translation into full translation (total translation) and restricted translation. Even though it has been more than half a century, in various translation analyzes carried out, Catford's theory is still often used, especially in relation to translation shift in which Catford's theory also relates to the translation of Machali's linguistic approach.

The former researchers who work in the translation shift mostly use books as references in a research employing benchmark (individuals), namely directly to English language education students in the ability to translate one language into another or vice versa (translation shift). Several journals have been read by researchers about Translation Shift so that the author intends to conduct a research on the classical translation shift theory introduced by Catford by applying it to examples of translation from English to Indonesia or vice versa, by English

Education students batch 2022 of faculty of teacher training and educaion of Papua University in Manokwari.

REVIEW OF LITERATURE

Definition of Translation

Wills in Choliludin (2007: 3) points-out that translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text. Besides, Nida and Taber (1982: 12) also reveal that translating consists in the reproducing in the receptor language the closest natural equivalent of the source language message, firstly in terms of meaning and secondly in terms of style. Both definitions above imply that translation involves two languages: the source language (SL) and the target or receptor language (TL or RL), and that an act of translating is an act of reproducing the meaning of the SL text into that of the TL text.

Catford (1965: 20) states that translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Similar definition is also mentioned by Larson (1984: 3) by mentioning that translation consists of translating the meaning of the source language into the receptor language. This is done by moving from the form of the first language into the form of a second language by way of semantic structure. The meaning which is being transferred and must be held constant but only the form changes.

From the notions above it can be concluded that translating includes the act of transferring message from the source text to the target text. The aim of translation is to find the equivalent meaning of the source language expression in the target language. Thus, meaning is important in translation and it must be held constant. Furthermore, translating a literary work into another language is creating a new literary work in another language. A translation novel is a novel that contains different language from the original text but carrying the spirit of the original text. It also arouses the same respond to the readers between the two languages.

Types of Translation

Catford (1965: 21-25) makes categories of translation in terms of extent levels, and ranks. Based on the extent, he classifies translation into full and partial translation. In full translation, the entire text is submitted to the translation process, that is, every part of the source language text is replaced by the target language text material. In partial translation, some parts of the source language text are left untranslated. They are simply transferred to the target language text.

Total translation means the replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology or graphology by non-equivalent TL phonology or graphology. While restricted

translation means the replacement of SL textual material by equivalent TL textual material at only one level, that is translation performed only at the phonological or at graphological level, or at only one of the two levels of grammar and lexis.

Rank-bound translation is translation in which the selection of TL equivalents is deliberately confined to one rank or a few ranks in the hierarchy of grammatical units, usually at word or morpheme rank, that is, setting up word-to-word or morpheme-to-morpheme equivalence. In contrast with this, normal total translation in which equivalences shift freely up and down the rank scale is called unbounded translation.

Based on the purpose of translation, Brislin in Choliludin (2007: 26-29) categorizes translation into the following types.

a. Pragmatic Translation

This type of translation refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form. It is not concerned with other aspects of the original language version.

b. Anesthetic-poetic Translation

This refers to translation in which the translator takes into account the affect, emotion, and feelings of an original agnate version, the aesthetic form used by the original author, as well as any information in the message. The examples of this type are the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

c. Ethnographic Translation

The purpose of ethnographic translation is to explicate the cultural context of the source language and target language versions. Translators have to be sensitive to the way the words are used and must know how the words fits into cultures.

d. Linguistic Translation

This is concerned with equivalent meanings of the constituent morphemes of the source language and grammatical form. The example is the language in a computer program and machine translation. Brislin claims that basically, based on the kinds of texts to be translated, there are two types of translation namely factual and literary translations. Factual translation refers to translating to convey information with precision, without involving the emotions or feelings of the translator but only

based on the real facts such as translating scientific fields, reports, newspaper, etc. Literary translation refers to the translation of art works. In this kind of translation, the translator involves his or her emotion or feeling and it tends to be subjective, for example the translation of poems, drama, novels, etc.

Larson (1984: 15) mentions that translation is classified into two main types, namely form-based and meaning-based translation. Form-based translation attempts to follow the form of Source Language and is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language and such translation is called idiomatic translation.

Larson (1984: 16) says that idiomatic translations use the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically.

In practice, however, it is hard to consistently translate idiomatically or literally. These translations are often a mixture of literal and idiomatic forms of language. Translation then falls on a continuum from very literal, to literal, to modified literal, to near idiomatic, to idiomatic, and may fall, even more on the unduly free as displayed in figure 1.
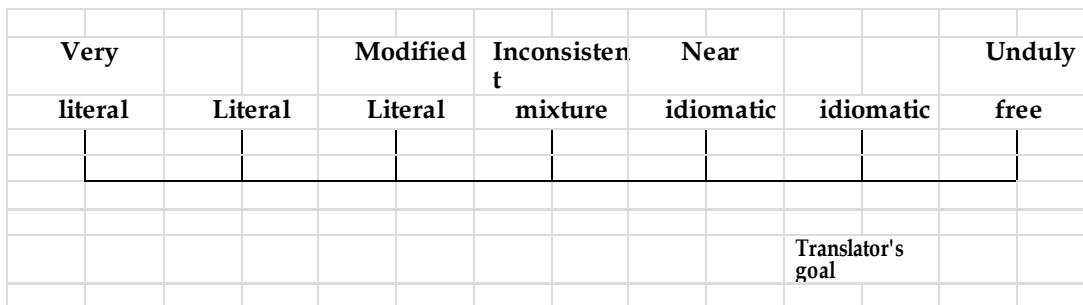
Very			Modified	Inconsistent	Near			Unduly
literal	Literal	Literal	mixture	idiomatic	idiomatic	free
						Translator's goal		

Figure 1. Translation as a continuum by Larson (1984;17)

The translator's goal should be an idiomatic translation. Newmark (1988: 46) states that idiomatic translation reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idiom where these do not exist in the original. He is successful if the receptor language readers do not recognize his work as a translation at all, but simply as a text written in the receptor language for their information and enjoyment.

Translation Process

Translation process is a stage of transferring the meaning start from source language into target language. In the process of translation, Nida and Taber (1982)

claim that there are three steps can be used by translators, namely analysis, transfer, and restructuring. And, 1) analysis, is the process to understand message in source text that related to grammatical and semantic aspect. The translators should analyze the grammatical first, then semantic aspect of source language in order that they will understand the message clearly. 2) transfer, is the process to transfer the result of analysis from source text to target text. And, 3) restructuring, is the process to re-establishing text in different style. After transfer the message from SL into TL, the translators must choose wisely what style that used to write translation in target text, because style of translation can include the word selection, language style, or the methods that want to use and the translation process can be diagrammed as in figure 2.
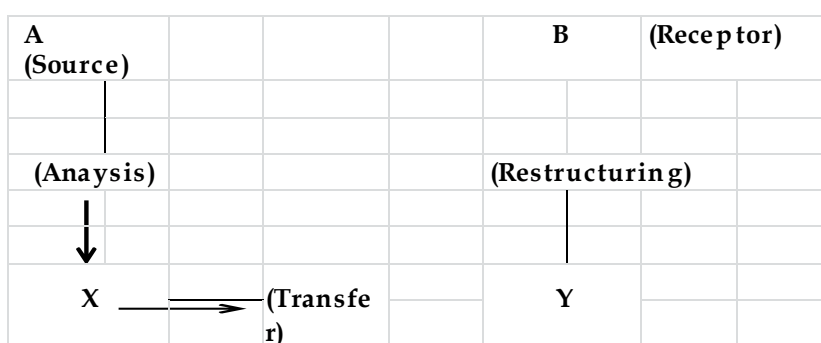
A (Source)				B	(Receptor)	
(Anaysis)				(Restructuring)		
X	→(Transfer)			Y		

Figure 2. Translation Process

Translation Shift

The term 'shift' was firstly introduced by Catford. He is the first scholar to use this term in his book entitled A Linguistic Theory of Translation (1965). He asserts that there is a shift in every translation due to the fact that every language has its own linguistic features. Catford (1965) claims that a shift is the departure from formal correspondence in the process of going from the source language to the target one. Sometimes, a shift occurred between SL and TL in gaining the exact equivalent meaning. As every language has its own linguistic features which Catford defines as obligatory shift, he divided obligatory shift into two major types, namely level shift and category shift.

Level shift, as a shift from a grammatical unit in Source Language (SL) to a lexical unit in Target Language (TL). The category shift consists of four types, namely structure shift, class shift, unit shift, and intra-system shift. Catford (1965) in Hatim (2001:15) classifies translation shift into two major types of shift are identified namely level shift and category shift. Level shift means a SL item at one linguistic level has a TL translation equivalent at a different level. This shift commonly occurs from grammar to lexis and vice versa. However, category shift means change from

the formal correspondence in translation. It consists of structure shift, class shift, unit shift, and intra-system shift.

1. Structure-shifts, which involve a grammatical change between the structure MH
   (Modifier +   Head) into HM (Head + Modifier).
2. Class-shifts, which occur when the translation equivalent of a source language (SL) item is a member of a different class from the original item.
3. Unit-shifts, which involve changes in rank, that is departures form formal correspondence in which the translation equivalent of unit at one rank in the source language (SL) is a unit at different rank in the target language (TL).
4. Intra-system shifts, which occur when SL and TL possess systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system. For instance, when SL 'plural' becomes 'singular' in TL.

Category Shift

Category shifts refer to unbounded and rank-bound translation. Obviously, the term 'rank-bound' translation refers to the particular cases where equivalence is intentionally limited to ranks below the sentences. It means that the selection of TL text equivalent is limited at only one rank, such as word-for-word equivalence, morpheme-for-morpheme equivalence, and so on. While unbounded translation means the translation equivalences may take place in any appropriate rank whether it is a sentence, clause, phrase, word or morpheme. In other words, it can move freely up and down the rank-scale. Thus, it is clear that category shift is unbounded, which might be normal of free translation and depends on what rank is appropriate. It includes structure, class, unit, and intra-system shifts.

Structure Shift

Catford (1965) reveals that the most frequent category shift that occurs in translation is structure shift. It occurs at all rank in translation. Structure shift is indicated by a situation when there are two languages which have different element of structure. Besides, the source language should have formal correspondence. In short, structure shift involves a change in grammatical structure between ST (source text) and TT (target text).

For example:

(2).   SL: Anyway we have to do *hard work.* (Adj + V)

$$(M – H)$$

TL: Bagaimanapun kita harus *bekerja keras.* (V + Adj)

$$(H – M)$$

From example (2), it can be seen that there is a shift from M-H (Modifier-Head to H-M (Head-Modifier) between the two versions above. The occurred shift is structure shift in which hard work classified as M (Modifier) – H (Head) and bekerja keras as H (Head) – M (Modifier).

Class Shift

Class shift is a shift that often occur in the part of speech in a translation. Catford (1965) states that class shift occurs when the translation equivalence of a SL item is a member of a different class from the original item. It occurs when one word in one class shifting into another class. In other words, it changes in word class.

For example:
(3). SL : Let's free the wooden puppet   hanging on the tree
         (Adjective + Noun)
    TL: Ayo kita bebaskan boneka kayu   yang tergantung di pohon itu.
         (Noun +Noun)

From example (3), it can be seen that there is a change of word class in which the word wooden in SL is an adjective, but when it is translated into TL, the word kayu is a noun. In other words, an 'adjective' changes into another class, that is a'noun'.

Unit Shift

Unit shift is also known as rank-changes. By unit shift, meaning changes of rank – that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL. 'Rank' refers to the hierarchical linguistic units of sentence, clause, phrase (group), word, and morpheme. In English grammar, Catford (1965) recognizes a hierarchy of five units; sentence, clause, group, word, and morpheme. Moreover, unit shifts can be from low level to higher level or also known as upward rank shift, while from high level to lower level, is also known as downward rank shift. It is caused by the differences of the amount of meaning component in different concept. For instance, like from morpheme to word, word to phrase, clause to sentence, and vice versa.

For example:
(4a). SL : Yes, I will.
     TL : Baik.

From example (4a), the clause 'Yes, I will' in SL is translated into word 'Baik' in TL. It means that there is a change of rank from clause to word. So, the occurred

shift is unit shift or also known as downward rank shift (from high level to lower level).

(4b).   SL: If you escape from here then you won't die.

TL : Jika kau berhasil lari dari sini, kau tidak akan mati.

From example (4b), the word escape in SL is translated into phrase 'berhasil lari' in TL. It means that there is a change of rank from word to phrase. So, the occurred shift is called upward rank shift (from low level to higher level).

Intra-system Shift

Catford (1965) utilizes the term 'intra-system shift' for those cases where the shift occurs internally, within a system; that is, for those cases where SL and TL possess systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system. In other words, due to all languages have their systems of number, deixis, articles, etc. Moreover, in each language, the system is one of two terms – singular and plural – and these terms may also be regarded as formally corresponding. For instance, both English and Bahasa Indonesia have a system of number, but the numerical system is not basically the same. And, some nouns in English are always in plural form, but their translation equivalent in Bahasa Indonesia may take form of singular noun.

For example:

(5a). SL   : I am glad to see wooden puppets like me.

TL   : Aku senang melihat boneka kayu seperti diriku.

From example (5a), the word 'puppets' is translated into 'boneka'. 'Puppets' is classified as plural noun, while 'boneka' is classified as a singular noun. The occurred shift is intra-system shift with the changing of plural noun into singular noun.

The Reason of Translation Shift Occur In Translation

Catford (1965) reveals that a shift is the departure from formal correspondence in the process of going from the source language to the target one. He asserts that there is a shift in every translation due to the fact that every language has its own linguistic features. Therefore, a shift occurred between SL and TL in gaining the exact equivalent meaning. And, there are some factors causing translation shifts to occur. Catford (1965) studied that there are two factors which affected the equivalence of translation shifts. They are linguistic and cultural factors. He states that linguistic factors are those which exist at the levels of concrete form and abstract meaning of any chuck of language. Whereas cultural factors are those

factors that cannot be seen at the level of form or meaning of language, however, they exist among the background of mind of speakers and writers of source language.

That means there are two reasons why category shifts occur in translation, namely linguistic and cultural differences. The translators often face difficulties because of several reasons such as the different structure between the source and the target language, the different cultural context, the rules of language, the styles of language such as the translator should be able to use the 'children language' when translating literary works such as children's literature.

RESEARCH METHOD

The research used a quantitative method. Creswell (2002) defines quantitative research as the process of collecting, analyzing, interpreting and reporting the research form of a written research In other words, quantitative method is a way to learn about particular group of people, known as a sample population by applying scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population. This study was conducted at English Education Department of Faculty of Teacher Training and Education in the University of Papua on March 2024 The samples as the respondents were 20 English Education students batch 2022 by employing purposive sampling in selecting the sample (Sugiyono, 2007). The instrument used in collecting data was the questionnaire. The quantitative is used as primary data and the data is conducted to support the result of the test. In obtaining such a strong data, the procedure was conducted one section such as distributing test to 20 English Education students. The simple test in this research contained sentences to translate, in order to investigate students' ability in applying "theory of Translation Shift" by Catford. The procedures take to analyze the collected data were: (a) analyzed students translation of the sentences, (b).categorized types of Translation Shift from the students work, (c). examined the level of translation language by using the theory of Translation Shift by Catford.

FINDINGS AND DISCUSSION

There were 20 students data found in translating the sentences and returned to the researcher to do the analysis. The objective of this analysis is to figure out the shifts found in the simple test given to students, the students translated sentences given in English into Bahasa Indonesia and to figure out the dominant one based on the types The following table shows the data of the students answer, also types of the translation shifts which are used to translate the sentences into Bahasa Indonesia from English.

Structure Shift

The twenty students were offered ten simple phrases and sentences to translate from English into Indonesian language. The sentence or phrase number one namely: sorry, a bad dream is translated by them. However, 9 students (45%) can translate the phrase using structural shift correctly such as: maaf, mimpi buruk by employing the rule of Indonesian language as target language in which the noun (mimpi) appears first before the adjective (buruk). Four (20%) students are translated the phrase maaf mimpi yang buruk which is the connector yang is added while 7(35%) respondents translate the phrase as maaf, sebuah mimpi yang buruk by adding determiner or article sebuah as presented in figure 3 of the phrase sorry, a bad dream.
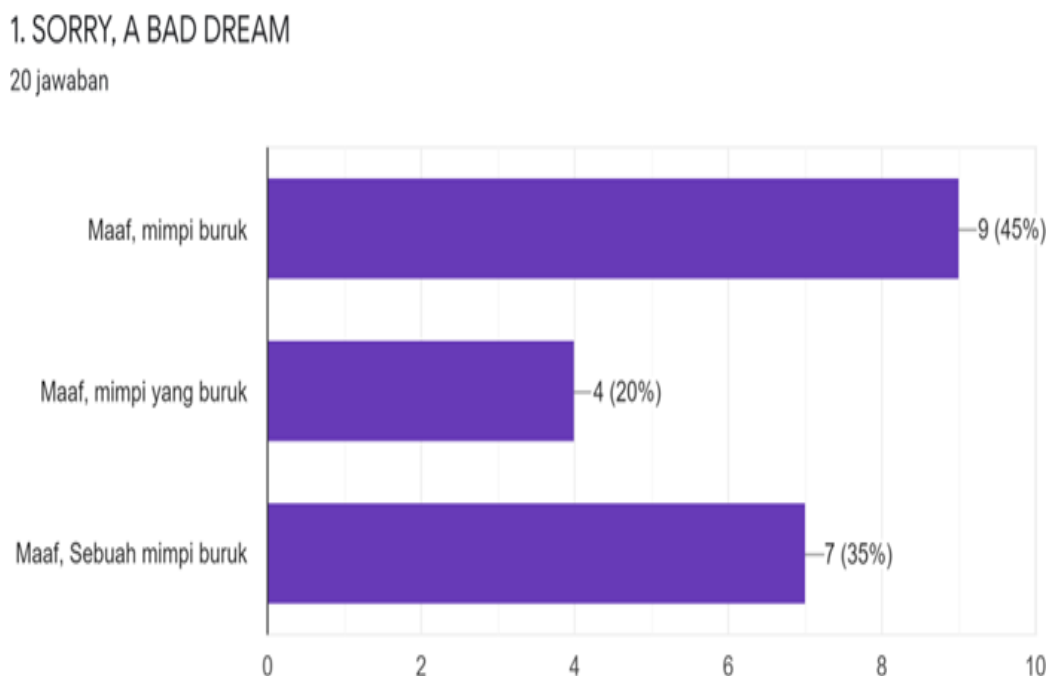

1. SORRY, A BAD DREAM
20 jawaban

Figure 3. Students' translation using structure shift

Class Shift

The sentence number two: *I don't want you to freak out* is translated by the twenty respondents variously in the context of class shift translation. Seven (35%) students translate the sentence: *I don't want you to freak out* as *Aku tidak ingin kamu emosional* that has different meaning from the phrase *freak out*, while the other 7 (35%) respondent translate the sentence: *I don't want you to freak out* as *aku tidak ingin kamu takut*. The word *takut* does not have the same meaning as *freak out*, the word freak out in Indonesian language is *panic* not *takut*. On the other hand, 6 (30%) students translate the sentences similar to 7 (seven) students, however the class shift translation appears in the *engkau panik* (noun +adjective) as seen in the figure 4.

Unit Shift

In Unit shift translation, 6 (30%) students translate the sentence : '*You have to be at your strongest for him*' as '*Kamu harus sehat demi dia*' that has different meaning. The correct translation of the sentence is *kamu harus kuat bagi/untuk dia.* The four (20%) students translate the sentence as kamu harus berada pada kondisi terbaikmu demi dia in which it is a bit different from the real meaning, while 10 (50%) students change the meaning of the sentence as *kamu harus kuat demi dia.* The unit shift translation appears in your strongest as '*paling kuat*' from '*your strongest.*' The students' translation using unit shift translation due to the sentences is presented in figure 5.
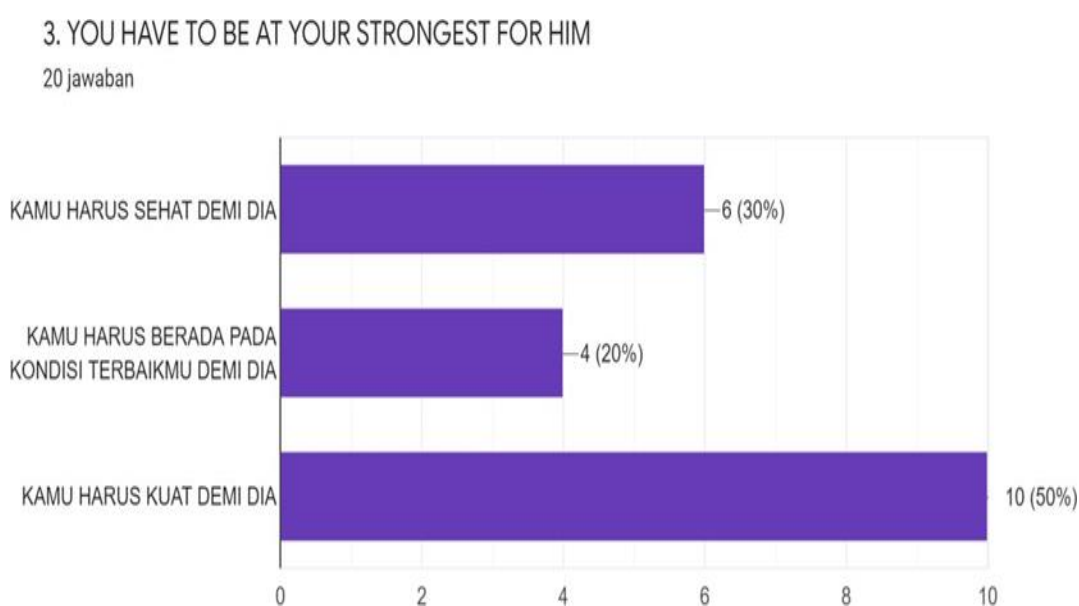
*F*igure 5. Students' translation based on unit shift translation

Intra System Shift

In intra system shift translation, 10 (50%) students translate the sentence: '*I'm glad to see wooden puppets like me*' as '*Aku senang melihat boneka kayu seperti diriku* that has the same meaning. The correct translation of the sentence is '*Aku senang melihat boneka kayu seperti diriku*'. The eight (40%) students translate the sentence as 'Aku senang melihat boneka-boneka kayu seperti diriku' in which it is a bit different from the real meaning, while 2 (10%) students change the meaning of the sentence as *aku senang tuk melihat boneka kayu seperti diriku.* The unit shift translation appears in the word '*puppets*' is translated into '*boneka*'. 'Puppets' is classified as plural noun, while '*boneka*' is classified as a singular noun. The intra-system shift with the changing of plural noun into singular noun is presented in figure 6

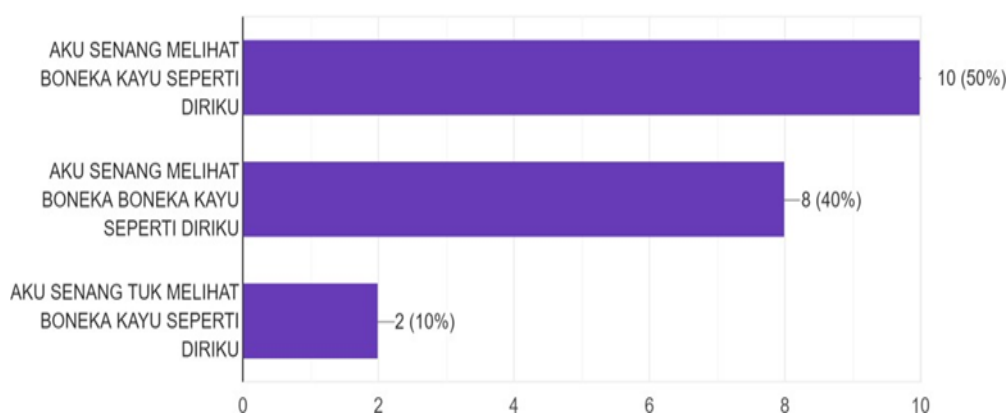## 7. I'M GLAD TO SEE WOODEN PUPPETS LIKE ME

20 jawaban

Translation	Count
AKU SENANG MELIHAT BONEKA KAYU SEPERTI DIRIKU	10 (50%)
AKU SENANG MELIHAT BONEKA BONEKA KAYU SEPERTI DIRIKU	8 (40%)
AKU SENANG TUK MELIHAT BONEKA KAYU SEPERTI DIRIKU	2 (10%)

Figure 6. Students' translation based on intra system shift category

Level Shift

In level shift translation, 9(45%) students translate the sentence: '*Lucy has eaten* as '*Lucy sudah makan* that has the same meaning. The correct translation of the sentence is '*Lucy sudah makan*'. The seven (35%) students translate the sentence as '*Lucy telah makan*' in which the meaning is smilar to the correct one, while 4 (20%) students change the meaning of the sentence: '*Lucy has eaten*' as '*Lucy seusai makan*' in which the word '*seusai*' should follow the official Indonesian language word as '*sudah*' or '*telah*.' . The level shift translation appears in the form of *has eaten* (has + past participle) is grammatical form in English, which indicates a period that continues until now or to indicate a recent happening. While its translation in Bahasa Indonesia is using '*sudah*', which is a lexical form. The level shift translation applied by the students is presented in figure 7.

9. LUCY HAS EATEN

20 jawaban

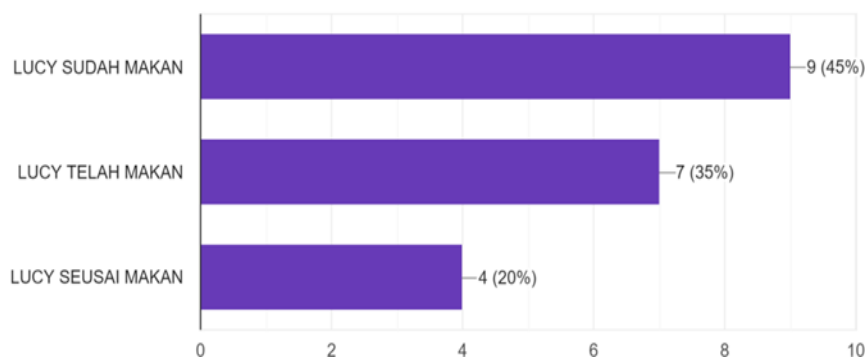| Translation	Count
LUCY SUDAH MAKAN	9 (45%)
LUCY TELAH MAKAN	7 (35%)
LUCY SEUSAI MAKAN	4 (20%)

Figure 7. Students' translation based on level shift category

From the data description as mentioned earlier, the types of translation applied by the students shown in the table 1 as follows:

Table 1. Types of translation use by the students

No.	Types of category shift	Frequency use	Percentage
1.	Structure Shift	9	45 %
2.	Structure Shift	14	70 %
3.	Unit Shift	10	50 %
4.	Unit Shift	14	70 %
5.	Class Shift	7	35 %
6.	Class Shift	2	10 %
7.	Intra System Shift	10	50 %
8.	Intra System Shift	8	40 %
9.	Level Shift	9	45 %
10.	Level Shift	4	20 %
	Total	85	435 %

It is shown in table 1, when students translate a phrase or sentences, the categories that mostly occur in the shift category are Structure shift and Unit Shift that appear with the percentage of 70 % and the frequency use by 14 students and it is similar to unit shit that has percentage of 70 % and the frequency use by 14 highest students. The lowest translation type is Level shift with 4 respondents or 20 % frequency in use, while intra system shift is applied by 8 respondents (40%) and class shift is employed by 35 % or 7 respondents apply such class shift category in translation.

The problem arose when students translate a phrase or a sentence of the Structure shift because there are changes in grammatical structure; from the source language into target language, whilst for the class shift occur because there are changes of the structure from the source language to the target language, and the unit shift occurs because there are changes or different translation from target language and source language as also for the Intra system shift appears within the system of a language, such as changes translation from source language into the target language.

There are four types of category shifts that emerge when translating the sentences or phrases, such as structure shift that has the highest frequency and the level shift

that has the lowest. It is needed by a translator to know the strategies or the categories in translating a phrase or a sentence   because it will make a confusion to the readers of the target languages. First, structure shift occurs in the data indicating that there are different expressions of grammatical system between the source language and the target language.

Second is the unit shift that most occurs as the same as the structure shift that has 14 frequency, it appears because there are changes of rank from lower translated into higher. Language rank can change as in morpheme, word, phrase, and clause into sentence or text. Third, intra system shift occurs because there are changes of structure from source language into target language and the shift emerges in the system of the language.

The other problem is the class shift taking place because of the change of structure to other classes. There are changes in translation from source language into target language at different class. There i s also level shift in the translating language, because of shift or change of source language linguistic level to Target language linguistic level, in which the English linguistic level is different from Indonesian linguistic level that causes the changes.

Discussion

The findings from the translation test demonstrate a diverse array of shifts employed by students when translating sentences and phrases from English to Bahasa Indonesia. The analysis aims to identify the types of shifts applied and their dominant occurrences. The results reveal insights into students' comprehension of translation strategies and the challenges encountered during the process.

Structure Shift

Structure shift was one of the most commonly observed types, with a frequency of 14 and a percentage of 70%. This category involves changes in the grammatical structure from the source language (SL) to the target language (TL). For example, in translating the phrase "sorry, a bad dream," 45% of students produced the accurate translation "maaf, mimpi buruk." This translation correctly follows the grammatical rules of Bahasa Indonesia, where the noun precedes the adjective. However, variations in translation were evident, with some students adding unnecessary elements such as "yang" ("maaf mimpi yang buruk") or a determiner like "sebuah" ("maaf, sebuah mimpi yang buruk"). These additions indicate partial comprehension of structural shifts but also highlight instances of overtranslation or lexical redundancy, potentially causing confusion in meaning. The prevalence of structure shift reflects students' ability to adapt to the grammatical rules of the TL, though inconsistencies suggest the need for deeper understanding and practice.

Unit Shift

Unit shift was equally prevalent, with 14 occurrences and 70% of students applying this category. Unit shift involves changes in rank, such as translating a word to a phrase or vice versa. For instance, the sentence "You have to be at your strongest for him" was translated in various ways. Half of the students ("50%") provided a relatively accurate translation, "Kamu harus kuat demi dia," which aligns with the intended meaning. However, others altered the phrase's meaning, such as "Kamu harus sehat demi dia" ("you have to be healthy for him"), or added verbosity, as seen in "Kamu harus berada pada kondisi terbaikmu demi dia" ("you have to be at your best condition for him"). These deviations suggest varying degrees of comprehension of the rank and equivalency between SL and TL. The dominance of unit shifts underscores the complexity of managing rank changes, necessitating enhanced training in recognizing equivalency across linguistic hierarchies.

Class Shift

Class shift appeared less frequently, with 35% of students applying this category. This type involves a change from one grammatical class to another, such as a noun being translated into an adjective. An illustrative example is the translation of "I don't want you to freak out" as "Aku tidak ingin kamu emosional" ("I don't want you to be emotional"). Here, the term "freak out" is inaccurately rendered, reflecting a change in class that fails to convey the intended meaning. Other students translated the phrase as "Aku tidak ingin kamu takut" ("I don't want you to be afraid"), which is similarly imprecise. Only a minority (30%) accurately translated it to "Aku tidak ingin kamu panik" ("I don't want you to panic"), aligning with the contextual meaning. These findings highlight the challenge of managing class shifts and emphasize the importance of semantic accuracy when altering grammatical categories. The relatively low application of class shifts may indicate students' hesitation or limited proficiency in altering grammatical classes effectively.

Intra-System Shift

Intra-system shift was applied by 40% of students, involving changes within the linguistic system of the TL. For example, the translation of "I'm glad to see wooden puppets like me" revealed variability. Half of the students accurately translated it as "Aku senang melihat boneka kayu seperti diriku," adhering to the singular form in both SL and TL. However, others ("40%") translated it as "Aku senang melihat boneka-boneka kayu seperti diriku," introducing pluralization ("boneka-boneka") not present in the original sentence. A smaller portion ("10%") employed informal or colloquial expressions such as "Aku senang tuk melihat

boneka kayu seperti diriku," which deviates from standard Indonesian grammar. These discrepancies highlight the difficulty of maintaining linguistic consistency across systems and the influence of colloquial tendencies on translation accuracy. The intra-system shift reveals students' challenges in adhering to formal linguistic structures, necessitating greater emphasis on formal equivalence.

Level Shift

Level shift was the least applied translation shift category, identified in only 20% of the students' translations. This type of shift occurs when a linguistic element in the source language undergoes a change from a grammatical form to a lexical equivalent in the target language, or vice versa. It requires a nuanced understanding of both the source and target languages' grammatical and lexical structures, making it one of the more complex shifts to execute accurately. In the test, the sentence "Lucy has eaten" served as a clear example of a level shift. The majority of students (80%) provided accurate translations such as "Lucy sudah makan" or "Lucy telah makan," both of which appropriately convey the present perfect tense in English through the lexical markers "sudah" or "telah" in Bahasa Indonesia.

However, 20% of the students rendered this phrase inaccurately as "Lucy seusai makan," which alters the meaning. The substitution of "seusai" (after) for "sudah" (has) fails to maintain the original tense and aspect of the sentence. This translation error demonstrates a misunderstanding of the equivalency between the auxiliary verb "has" in English and its lexical counterpart in Indonesian. Such errors can significantly alter the meaning and temporal implications of the sentence, underscoring the challenges students face when navigating level shifts.

The relatively low frequency of level shifts in the students' translations points to their unfamiliarity or lack of confidence in addressing this category. Unlike other shifts, such as structure or unit shifts, level shifts demand a deeper comprehension of the source language's grammatical markers and their appropriate representation in the target language. This includes an understanding of how tense, aspect, or modality is expressed differently across languages. For instance, the present perfect tense in English, often expressed through the auxiliary "has" or "have" combined with a past participle, has no direct grammatical equivalent in Bahasa Indonesia. Instead, it is typically rendered lexically through words like "sudah" or "telah," which signal completion without an explicit auxiliary verb. This grammatical-to-lexical conversion requires both linguistic knowledge and contextual awareness.

Furthermore, the findings suggest that level shifts, though infrequent, play a crucial role in ensuring semantic and grammatical fidelity in translation. Errors in this category, as evidenced by the use of "seusai," can lead to subtle but impactful shifts in meaning that may confuse or mislead readers. These challenges highlight the importance of targeted instructional strategies to enhance students' ability to

identify and execute level shifts effectively. Educators should focus on teaching the principles of tense and aspect equivalency between English and Bahasa Indonesia, using examples that illustrate common pitfalls and strategies for accurate translation.

Practical exercises designed to address level shifts could include comparative analysis of English sentences and their correct Indonesian translations, with an emphasis on identifying grammatical markers and their lexical counterparts. Additionally, providing contextual scenarios where students must apply level shifts to convey nuanced meanings can reinforce their understanding and application of this category. For example, translating sentences with varying tenses and aspects, such as present perfect, past perfect, or future perfect, would help students recognize patterns and develop a systematic approach to handling level shifts. While level shift was the least employed translation strategy among the students, its significance in preserving grammatical and semantic integrity cannot be understated. The low frequency of this shift highlights the need for greater emphasis on this category in translation instruction. By addressing the challenges associated with grammatical-to-lexical equivalency and providing targeted practice, educators can equip students with the skills necessary to handle level shifts with confidence and accuracy. This will not only enhance their overall translation competence but also their ability to navigate complex linguistic structures across languages.

Implications and Challenges

The findings indicate that students encounter several challenges when translating between English and Bahasa Indonesia. Structure shift and unit shift were the most frequently applied categories, suggesting that students are more comfortable managing grammatical changes and rank shifts. However, the variability in their translations underscores inconsistencies in their application of translation strategies. For instance, the addition of unnecessary elements or alterations in meaning reveals gaps in students' understanding of semantic and grammatical equivalency. These inconsistencies may stem from limited exposure to formal translation training or a lack of proficiency in recognizing the nuances of both SL and TL.

Class shift, intra-system shift, and level shift were less commonly applied, reflecting students' limited ability to manage these more complex categories. The challenges associated with class shift highlight the difficulty of altering grammatical categories without distorting meaning. Similarly, intra-system shifts require students to navigate internal linguistic rules, which may be particularly challenging in languages with distinct grammatical systems like English and Bahasa Indonesia. Level shift, involving transitions between grammatical and lexical forms, poses

additional challenges due to its abstract nature. These findings underscore the need for targeted training to enhance students' proficiency in applying all types of shifts effectively.

Recommendations

To address the challenges identified, several recommendations can be proposed. First, incorporating explicit instruction on translation shifts into language curricula can enhance students' awareness and proficiency. Activities such as comparative analysis of SL and TL structures, guided translation exercises, and error analysis can help students develop a deeper understanding of translation strategies. Second, exposing students to authentic translation tasks that reflect real-world contexts can bridge the gap between theoretical knowledge and practical application. For example, translating literary texts, news articles, or technical documents can provide valuable practice in managing diverse translation shifts. Third, leveraging technology such as translation software or AI-based tools can supplement traditional teaching methods, offering students immediate feedback and opportunities to refine their translations. Finally, fostering a collaborative learning environment can encourage peer feedback and discussion, allowing students to learn from one another's perspectives and approaches. By integrating these strategies, educators can equip students with the skills needed to navigate the complexities of translation shifts, ultimately improving their overall translation proficiency and confidence.

The analysis of students' translations reveals significant insights into their application of translation shifts, highlighting both strengths and areas for improvement. While structure shift and unit shift were the most commonly applied categories, inconsistencies in translation accuracy indicate the need for enhanced training and practice. Less frequent application of class shift, intra-system shift, and level shift suggests a need for targeted instruction to address these complex categories. By implementing comprehensive instructional strategies and leveraging technology, educators can support students in developing the skills necessary to produce accurate and contextually appropriate translations. These efforts are essential for fostering linguistic competence and ensuring effective cross-linguistic communication.

CONCLUSION

This study analyzed translation shifts observed in 20 students translating English phrases and sentences into Bahasa Indonesia. The findings reveal that four primary types of shifts occurred: structure shift, unit shift, class shift, and intra-system shift. Among these, structure shift and unit shift were the most prevalent, each applied by

70% of the participants. This dominance suggests that grammatical restructuring and changes in language rank are frequent challenges in translation. Conversely, level shifts were the least frequent, used by only 20% of the participants, indicating minimal transformation at the linguistic level between the source and target languages. The high occurrence of structure shifts highlights the inherent grammatical differences between English and Indonesian, such as word order and the presence or absence of connectors or determiners. Similarly, unit shifts, which involve changes in the rank of language elements, reflect the students' attempts to adapt meaning to fit the linguistic context of the target language. Class shifts and intra-system shifts also surfaced but to a lesser extent, pointing to occasional challenges with word class alignment and systemic linguistic differences.

The findings emphasize the importance of understanding translation strategies and their implications. Students often struggle with maintaining semantic accuracy while addressing structural, class, or systemic changes. The variations in their translations underline the need for further guidance to ensure accurate and culturally sensitive translations. It is recommended that educators focus on teaching translation strategies, particularly in addressing structure and unit shifts. Incorporating practical exercises that simulate real-world translation tasks can enhance students' understanding and skills. Furthermore, providing explicit examples of effective translation for each shift type can help students navigate linguistic complexities more effectively.

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