



**SYNTACTIC SHIFTS IN ENGLISH-INDONESIAN TRANSLATION  
(A Case Study of the Fifth Semester Students of the English Department of State University of Semarang)**

**Eman Risqi Noviyanti<sup>✉</sup> Drs. Laurentius Elyas Nugraha, MA.**

English Department. Faculty of Languages and Arts. State University of Semarang.

**Article Info**

*Article History:*

Received in April 2016

Approved in April 2016

Published in May 2016

*Keywords:*

*Syntactic shift, English-Indonesian translation, case study.*

**Abstract**

*This final project is about syntactic shift used in English-Indonesian translation by the fifth semester students of the English Department of State University of Semarang in the academic year of 2013/2014. The objectives of the study are to describe what types of syntactic shifts are commonly used and less used by the fifth semester students, and to explain how the fifth semester students do syntactic shift in English-Indonesian translation. The study uses descriptive qualitative approach and it belongs to a case study. The subject of the study is the fifth semester students of the English Department of State University of Semarang in the academic year of 2013/2014. The source of data is the students' translation tests which have been done in the fifth semester entitled Advantages of Translation. It was a task given by Dr. Rudi Hartono, S.S. M.Pd. as the lecturer in English-Indonesian Translation class in fifth semester. From five sub-categories of syntactic shift, there are three sub-categories of them which were used by the fifth semester students. Translation by using word-into-phrase shift reaches a total of 86.4%. About 10.2% is the translation by using phrase-into-clause shift. The other 3.4% is the translation by using clause-into-sentence shift. Both phrase-into-sentence and sentence-into-paragraph shifts are not found in the students' assignments of English-Indonesian translation.*

© 2016 Universitas Negeri Semarang

<sup>✉</sup> Correspondent Address:

B3 Building FBS Unnes

Sekaran, Gunungpati, Semarang, 50229

E-mail: risqibluefresh@gmail.com

ISSN 2252-6706

## INTRODUCTION

### Background of the Study

Basically, difficulties in communication will infrequently be found if all of the people in the world use the same language, like English as the global one. In fact, not all nations use English as the first or second language. Even most of development countries regard English as a foreign language. In this case, translation will be a very useful branch of linguistics.

Back to the importance of translation in development countries such as Indonesia and based on the position of English as a global language, English will be the source language of the study and Indonesian as the target language. Each language in the world has its own rules or structure in expressing meaning. The rules of one language cannot be applied into another. The same as the rules of English cannot be thoroughly applied in Indonesian. Therefore, in translation, there will be what so called shifting.

Syntactic shifts are needed to improve the quality in English-Indonesian translation so that the students can achieve the goal as good translators who can deliver translated version which is authentically understood and enjoyed by the receptor without deviating the meaning and style or tone of the source language.

In this study, I would like to describe what types syntactic shifts are commonly used and less used by the fifth semester students of the English Department of State University of Semarang in the academic year of 2013/2014 in English-Indonesian translation, and to explain how the fifth semester students of the English Department of State University of Semarang in the academic year of 2013/2014 do syntactic shifts in English-Indonesian translation.

## REVIEW OF RELATED LITERATURE

### The Notion of Translation

Catford has defined the meaning of translation in general as cited by Eppert (1982:193) that "translation is the replacement of textual material in one language (SL) by equivalent material in another language," but does it mean translation is an activity in which the translator literally changes the word by word and

then arrange them? In a very broad sense the answer is yes.

However, it cannot be the answer in a narrow sense. According to the significance of translation as stated by Engle in Gentzler (1993:9) in Khasanah (2010), that "the lives of every creature on earth may one depend on the instant and accurate translation of one word." The statement really makes translation be a very important activity that can be the key of human life. It declares that translation is not only an activity in which the subject literally changes the word by word and then arranges them. The subject must have more than dictionary and skill to arrange the words. Bassnett (2005:52) awares of the importance of translation as translation is not an easy thing so that she stated that translation needs a great deal of skill, preparation, knowledge, and intuitive feeling for the texts more than just dictionary. "The good translator, therefore, presupposed the reader's acquaintance with the SL text and was bound by that knowledge, for any assessment of his skill as translator would be based on the creative use he was able to make of his model."

Otherwise, translation needs to deliver the intended meaning of the SL as stated by Larson (1984:3) in Hartono (2013:5) "Translation is transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of the second language by way of semantic structure. It is the meaning which is being transferred and must be held constantly."

From the definitions above, translation is not a merely the replacement of word by word from Source Language to Target Language, but it is rather an important activity in which every creature depends on it to transfer meaning and it needs skill to synchronize both Source Language and Target Language.

### Syntactic shifts

Syntactic shift is divided into five types; they are categorized in the following table:

Table 2.1 Types of Syntactic Shifts

No.	TYPE	ENGLISH	INDONESIAN
1.	Word into phrase	<i>Stallion</i>	<i>kuda jantan</i>
		Puppy	anak anjing
2.	Phrase into clause	<i>Not knowing what to say, (he just kept quiet)</i>	(Karena) <i>dia tidak tahu apa yang hendak dikatakannya, (...)</i>
		After reading the letter, (...)	<i>Setelah dia membaca surat itu, (...)</i>
3.	Phrase into sentence	<i>His misinterpretation of the situation (caused his downfall.)</i>	<i>Dia salah menafsirkan situasi (dan itulah yang menyebabkan kejatuhannya.)</i>
4.	Clause into sentence	Her unusual voice and singing style thrilled her fans, <i>who reacted by screaming, crying, and clapping</i>	Suaranya yang luar biasa dan gayanya bernyanyi memikat para penggemarnya. <i>Mereka memberikan reaksi dengan berteriak-teriak dan bertepuk tangan.</i>
5.	Sentence into paragraph	<i>Standing in a muddy jungle clearing strewn with recently felled trees, the Balinese village headmaster looked at his tiny house at the end of a line of identical buildings and said he felt strange.</i>	<i>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.</i>

## METHODS

The study uses descriptive qualitative approach since the objectives of the study are to gain and explain the description of how the students in the fifth semester do syntactic shifts and the description of syntactic shift that are commonly used and less used by the subject of the study. The study belongs to a case study. Case study research is a qualitative approach in which the researcher explores a bounded system (a case) and in the data collection may involve many sources of information (Creswell, 2007). Therefore, Creswell bravely states that an issue to study may involve one or more cases, yet Stake (2005) in Creswell states what to study, one or

more cases, is a choice of the researcher. In this research, the case to study is the students' syntactic shift in translation. There are some steps in conducting the study. The first step is collecting one of each subject's assignments which they do in English-Indonesian Translation class. Next, I analyse the syntactic shift that the subject use in their translation.

## RESULT

The table below shows each sub-category used:

Table 4.1 Results of the Study

No.	The Syntactic Shift and its Sub-Categories	Number of Data	(%)
1.	Word into Phrase	51	86.4%
2.	Phrase into Clause	6	10.2%
3.	Phrase into Sentence	-	0%
4.	Clause into Sentence	2	3.4%
5.	Sentence into Paragraph	-	0%
TOTAL		59	100.0%

As shown in the table above, the syntactic shift sub-category which has the highest frequency is word-into-phrase shift. It reaches 86.4% out of 100%, while phrase-into-sentence and sentence-into-paragraph shifts are definitely unused.

## DISCUSSION

Word-into-phrase shift is the most frequently syntactic shift that occurs in this study. It happens because most of the students as the subject of the study translate the assignment in literal. Therefore, not so many paraphrasing occur in their translation products. There are some word-into-phrase shifts happen because of the influence of additional morpheme. In other words, some of word-into-phrase shifts also belong to a morphemic shift. However, there are also some words which are shifted in purpose.

A phrase is a small group of words that forms a meaningful unit within a clause. However, according to Geoffrey Leech on his book *English Grammar for Today*, phrase consists of one or more words. In other words, a phrase may consist of only one word, while clause is a group of words that contains a verb (and usually other components too). Samples to explain below will show how a word can be a phrase and how they are shifted into clauses. Basically, there is no

limitation what kind of clauses is produced by the phrase-into-clause shift. As long as a phrase is shifted into a clause and has a verb phrase in it, it is categorized as phrase-into-clause shift.

In phrase-into-sentence shift, a phrase is translated into a sentence in the TL. A sentence is a group of words that makes a complete sense, contains a main verb, begins with a capital letter and ends with full stop. However, in this study is not found this sub-category of syntactic shift.

According to Oxford Dictionary, clause may form part of a sentence or it may be a complete sentence in itself. There are two building blocks of a sentence. They are independent and dependent clause. The one which can be a sentence by itself is the independent clause.

A sentence contains of main verb which begins with capital letter and ends with full stop. A paragraph usually deals with one subject which begins on a new line and is made up of one or more sentences. A sentence which is shifted into a paragraph means it splits into many sentences with the same topic. However, in this study, a sentence-into-paragraph shift is not found.

## CONCLUSION

In conclusion, the syntactic shift sub-category which has the highest frequency was word-into-phrase shift. It reaches a total of 86.4%, while phrase-into-sentence and sentence-into-paragraph shifts are not used by the students in the fifth semester of English Department of State University of Semarang in the academic year of 2013/2014. Although syntactic shift is not presented theoretically in English-Indonesian Translation class, yet all students in the fifth semester as the subject of the study do syntactic shift in their translation of *Advantages of Translation*.

## REFERENCES

- Baker, M. 1992. *In Other Words: A Coursebook on Translation*. New York: Routledge.
- Bassnett, S. 2005. *Translation Studies*. London: Routledge.

- Catford, J.C. 1965. *A Linguistic Theory of Translation*. Oxford: Oxford University Press.
- Creswell, J.W. 2007. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications Ltd.
- \_\_\_\_\_. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Leech, G., Deuchar, M. and Hoogenraad, R. 1982. *English Grammar for Today*. London: Macmillan Education Ltd.
- Mildred, L.L. 1984. *Summary of Meaning Based Translation: A Guide to Cross Language Equivalence*. Lanham: University Press of America.
- Newmark, P. 1988. *A Textbook of Translation*. Shanghai: Shanghai Foreign Language Education Press.
- Simatupang, M.D.S. 2000. *Pengantar Teori Terjemahan*. Jakarta: Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional.
- Suryawinata, Z. 1989. *Terjemahan: Pengantar Teori dan Praktek*. Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan.
- Widyamartaya, A. 1989. *Seni Menerjemahkan*. Yogyakarta: Kanisius.