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The Translation Shift in The Translation of The English Recount Text Into Indonesian at SMP Swasta Ben's Group Buntu Bayu Hatonduhan

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Abstrak

Penelitian ini bertujuan untuk mengetahui jenis-jenis pergeseran penerjemahan dalam pergeseran kategori menurut J. Catford pada siswa dalam menerjemahkan teks recount dari bahasa Inggris ke dalam bahasa Indonesia di SMP Swasta Ben's Group Buntu Bayu Hatonduhan. Oleh karena itu, peneliti merumuskan sebuah pertanyaan sebagai rumusan masalah. Sebagai berikut: "Apa saja pergeseran penerjemahan yang digunakan dalam menerjemahkan teks recount dari bahasa Inggris ke dalam bahasa Indonesia?" Penelitian ini menggunakan desain kualitatif. Peneliti menggunakan siswa kelas delapan SMP Swasta Ben's Group Buntu Bayu Hatonduhan sebagai populasi dan menggunakan 25 siswa sebagai sampel. Instrumen penelitian dari penelitian ini adalah tes recount text. Data dikumpulkan dengan menganalisis hasil terjemahan dan koreksi siswa. Temuan penelitian menunjukkan bahwa siswa mengalami pergeseran jenis penerjemahan dalam menerjemahkan teks recount dari bahasa Inggris ke dalam bahasa Indonesia. Dari hasil terjemahan siswa pada teks recount pertama, ditemukan bahwa jenis pergeseran penerjemahan yang paling banyak ditemukan pada hasil terjemahan siswa adalah pergeseran unit sebanyak 135 data dari 25 siswa. Jenis pergeseran penerjemahan terbanyak kedua adalah pergeseran struktur sebanyak 75 data dari 25 siswa. Dan tertinggi ketiga adalah pergeseran kelas sebanyak 62 data dari 25 mahasiswa, dan yang terakhir adalah pergeseran intra-sistem sebanyak 28 data dari 25 mahasiswa. Kemudian dari hasil terjemahan siswa pada teks recount kedua, tertinggi pertama adalah pergeseran kelas sebanyak 153 data dari 25 siswa, tertinggi kedua adalah pergeseran struktur sebanyak 67 data dari 25 siswa, tertinggi ketiga adalah pergeseran unit sebanyak 55 data dari 25 siswa, dan terakhir adalah pergeseran intra sistem sebanyak 26 data dari 25 siswa. Dapat disimpulkan dari kedua teks recount yang diterjemahkan oleh mahasiswa dari bahasa Inggris ke bahasa Indonesia, semuanya mengandung jenis-jenis pergeseran penerjemahan (category shifts), yaitu pergeseran struktur, pergeseran kelas, pergeseran unit, dan pergeseran intra sistem.

Kata Kunci: *Penerjemahan, Pergeseran Penerjemahan, Teks Cerita Ulang*

Abstract

This research was intended to find out types of translation shift in category shift according to J. Catford of students in translating recount text from English into Indonesia at SMP Swasta Ben's Group Buntu Bayu Hatonduhan. Therefore, the researcher formulated a question as the problem. As follows: "What are the translation shift used in translating recount text from English into Indonesian?" The researcher was used qualitative design. The researcher used grade eight students of SMP Swasta Ben's Group Buntu Bayu Hatonduhan as the population and used 25 students as the sample. The instrument of the research of this research was test recount text. The data were collected by analyzed the result of students' translation and correction. The research finding showed that students were types of translation shift in translating recount text from English into Indonesia. From the results of students' translations in the first recount text, it was found that the highest number of types of translation shifts found in the results of students' translations was unit shifts of 135 data from 25 students. The second highest types of translation shifts were structure shifts of 75 data from 25 students. And the third highest was class shifts of 62 data from 25 students, and the last was intra-system shifts of 28 data from 25 students. Then from the results of students' translations in the second recount text, the first highest was class shifts of 153 data from 25 students, the second highest was structure shifts of 67 data from 25 students, the third highest was unit shifts of 55 data from 25 students, and the last was intra-system shifts of 26 data from 25 students. It can be concluded from both recount texts translated by students from English to Indonesian, that all contained types of translation shifts (category shifts), namely structure shifts, class shifts, unit shifts, and intra-system shifts.

Keywords: *Translation, Translation Shift, Recount Text*

INTRODUCTION

Translation is the process of transferring a message from one language to another. Its main purpose is to help people understand content in a different language. According to Newmark (as cited in Sipahutar et al., 2021), "translation aims to replace a written message in one language with the same message in another." The translation should match the original as closely as possible, whether at the level of words, phrases, or sentences. While it may be straightforward to find Indonesian equivalents for English words in isolation, translating phrases and sentences can be more challenging.

Translation is important for helping people understand texts and avoiding misunderstandings. It involves conveying the meaning from the original language to the target language while respecting the author's intent. Newmark (1981, as cited in Muchtar & Kembaren, 2018) states that translation is about expressing a text's meaning in another language in line with what the author intended. Experts agree that translation is the process of changing and conveying the meaning of a text from one language to another, shaped by both the author's and the translator's approaches. In short, translation communicates a

message by transferring meaning from one language to another, considering language style, cultural differences, and the author's intent (Kuswahon, 2019). The main goal of translation is to accurately convey meaning from one language to another.

Catford (1965, p. 20, as cited in Ninsiana, 2016, p. 85) explains that "translation means replacing text in one language (the source language) with similar text in another language." Newmark (1988, p. 5, as cited in Kartika, 2018, p. 41) defines translation as expressing a text's meaning in a new language while respecting the author's intent. Munday (2016, as cited in Ahmad et al., 2024, p. 2) states that translation can refer to both the final translated text and the process of converting an original text into another language. The quality of a translation depends on the translator's skill, making it essential for translators to maintain the accuracy of meaning when translating between languages. They must also exercise caution to ensure the intended meaning is preserved.

Catford (1965, p. 73, as cited in Ahmad et al., 2024, p. 2) explains that translation shifts occur when there are changes from the usual form as we move from the source language (SL) to the target language (TL). He identifies two main types: level shifts and category shifts. Category shifts involve structure shifts, class shifts, unit shifts, and intra-system shifts. A category shift occurs when word classes differ between languages, while an intra-system shift means the two languages have different systems. Level shifts happen when the SL and TL utilize different language units, and structure shifts occur when the grammatical structures are not the same. Translation shifts from English to Indonesian can arise due to various factors, including differences in word order, grammatical structures, cultural nuances, and idiomatic expressions.

Here are examples of translation shifts from English (SL) into Indonesian (TL) that cover word order, grammatical structures, cultural nuances, and idiomatic expressions:

1. Word Order

SL: "I gave him a book."

TL: "Saya memberimya sebuah buku."

In Indonesian, the object "a book" follows the verb and the indirect object "him" is combined with the verb "memberi" into a single phrase. The word order emphasizes the action more than the subjects.

2. Grammatical Structures

SL: "She has finished her homework."

TL : "Dia sudah menyelesaikan PR-nya."

The present perfect tense in English is expressed with "sudah" (already) in Indonesian, indicating completion. This shows a structural difference in how tense and aspect are conveyed.

3. Cultural Nuances

SL: "I'm sorry for your loss."

TL: "Saya turut berduka cita."

The English expression is direct and personal, while the Indonesian version uses a phrase that conveys empathy and shared sorrow, reflecting cultural practices around mourning and support.

4. Idiomatic Expressions

SL: "It's a piece of cake."

TL: "Itu mudah sekali." (That is very easy)

These examples illustrate how translation shifts in English into Indonesian can lead to problems with accuracy, fluency, and conveying the intended meaning of the original text. Translators must be aware of these issues and make conscious decisions to ensure effective and faithful translations.

In this research, the gap in translation shifts is largely due to a lack of vocabulary. Students struggle to find suitable words or phrases in the target language, leading to incomplete or incorrect translations. Limited vocabulary prevents them from accurately conveying the original meaning, creating a mismatch between the source and translated texts. This restricts their word choice and affects translation accuracy. Furthermore, students lack an understanding of translation concepts and are unfamiliar with various types of translation, often relying on free translation. This gap in knowledge negatively impacts their translations, as effective translation requires more than simply substituting words from one language to another.

From the researcher's experience with eighth graders at SMP Swasta Ben's Group, it was observed that grammar differences posed challenges. Students often struggled with translation shifts, especially when faced with differences in word order, verb tense, and other grammatical features between languages. Additionally, many students had limited vocabulary, which made translation shifts even harder—particularly when specific words or concepts in the source language had no direct equivalent in the target language. Many students translated sentences word by word, resulting in imperfect translations that conveyed some meanings inaccurately. The students lacked a clear understanding of

translation concepts, were unaware of the different types of translation, and tended to use free translation methods. A significant percentage of students, approximately 21, had difficulty understanding and applying correct grammar rules. This manifested in errors in sentence structure, tense confusion, and incorrect subject-verb agreement. Approximately 26 students lacked sufficient vocabulary, hindering their ability to understand and use language effectively. These students found it difficult to comprehend texts or express ideas well due to their limited vocabulary. Around 19 students may not fully grasp the basic concepts required for effective language learning, possibly due to a lack of understanding of grammar rules or translation methods. A high percentage, around 30 students, used free translation (translating without retaining the structure or meaning of the original text), which often resulted in inaccurate or unclear translations that deviated from the original meaning. Therefore, the researcher is interested in studying the writing skills of SMP Swasta Ben's Group in translating English into Indonesian.

In this research, the translated text uses recount text, which was chosen for its distinct English features, such as the use of past and past continuous tenses and a first-person perspective. According to Hyland (2004, p. 29), recount text is a genre with the social purpose of retelling events to inform or entertain. The tense used in recount text is the past tense, and its purpose is to reconstruct past experiences by narrating events in their original sequence.

The researcher reviewed previous studies that analyzed translation shifts. This phenomenon is also found in several studies, namely Muhtalifah (2011), Turchamun (2019), Lilis (2022), Herman (2017), Pasaribu & Hutahaeon (2020), Istiqomah (2021), and Prayuda (2022). These studies found that the translation products analyzed displayed various types of translation shifts, including level shifts and category shifts (such as structure, unit, class, and intra-system shifts). However, limitations remain in understanding these shifts when translating English recount texts into Indonesian, creating a research gap. The subjects of this study were eighth-grade students at SMP Swasta Ben's Group in Tanah Jawa. Therefore, the researcher is interested in conducting a study titled "The Translation Shift in the Translation of the English Recount Text into Indonesian at SMP Swasta Ben's Group Buntu Bayu Hatonduhan".

RESEARCH METHOD

This research utilized a qualitative descriptive method. The qualitative approach is chosen because it aims to describe situations, events, or occurrences based on fundamental data. Data is gathered from the researcher after the collection process. According to Denzin and Lincoln (2005), qualitative research is an activity that connects the researcher to the world around them. It involves various interpretive and practical methods that help to make the world understandable. These methods include creating field notes, conducting interviews, having conversations, taking photographs, making recordings, and writing personal memos. In this sense, qualitative research uses an interpretive and naturalistic approach, meaning researchers examine phenomena in their everyday contexts to understand the meanings people assign to them. Additionally, Mujiyanto (2010) highlights that real-world data is crucial for qualitative research because it focuses on actual phenomena. It can be concluded that in descriptive qualitative research, the researcher collects, organizes, and categorizes data, interprets it, and ultimately draws conclusions based on the analyzed information.

In this study, the subjects are the eighth-grade students at SMP Swasta Ben's Group, located in Kec. Hatonduan, Kab. Simalungun. In this study, the researcher used two tools: tests and documents. According to Sukmawati (2023:119), "Research instruments are tools that gather different types of information, which can be processed either quantitatively or qualitatively and organized in a systematic way." The researcher will include students as participants in the testing process, providing them with an English recount text as the test material. The students will then translate and analyze the text based on category shifts (such as structure shift, class shift, unit shift, and intra-system shift). Additionally, the researcher will use photographs as a data source to document actions. The writer took the following steps to collect data: 1). The researcher gives the 2 titles of recount text namely "The Boy from Uganda", and "A Trip to the National Zoo and Aquarium." 2). The researcher asked the students to translate the recount text from English into Indonesian. 3). After that, the student's put the target language to be analyzed.

RESULT AND DISCUSSION

Data Description

After collecting data from students through observation and tests, the researcher analyzed the results. The researcher conducted a test on each student in the class who was taking English lessons. The class tested was the eighth grade, which had been determined to be the research sample. The research was conducted from October 7 to 9, 2024, at SMP Swasta Ben's Group Hantonduhan.

Before administering the test, the typical morning class activities took place. As is customary in schools, students first greeted the teacher and prayed for a smooth learning process. After that, the teacher invited the researcher to take over the class. The researcher introduced herself and explained the intent and purpose of the study. Following this, the researcher distributed two test sheets containing English recount texts titled "The Boy from Uganda" and "Playing on the Beach" to all students in the class. The researcher then asked all students to translate the two recount text sheets into Indonesian. During the translation process, the researcher observed each student as they translated the recount texts.

At that time, the researcher noted every movement and approach the students used during the translation process. As long as students demonstrated their understanding of translation, the researcher assessed which students were struggling. This was evident in students who translated word by word, showed a lack of understanding of grammar, and had limited vocabulary; some students even had difficulty using a dictionary.

Based on the observations and tests, the researcher classified the students' difficulties in translating into three aspects: lack of vocabulary, lack of grammar, and difficulty using a dictionary. The data were collected from 30 eighth-grade students.

Table 1. The Types Translation Shift of the Students Table
(Example of Recount Text 1: The Boy from Uganda)

| No | Name of Students | Types of Translation Shift (Category Shift) | | | | Translated Sentence |
|----|------------------|--|----|----|-----|---------------------|
| | | SS | CS | US | ISS | |
| 1 | Riko | 3 | 2 | 6 | 1 | 12 |
| 2 | Arini | 2 | 4 | 5 | 2 | 13 |
| 3 | Rafki Hutasoit | 6 | 2 | 3 | 1 | 12 |
| 4 | Ibran | 2 | 4 | 3 | 2 | 11 |
| 5 | Eben | 3 | 3 | 6 | 1 | 13 |
| 6 | Juli | 1 | 2 | 2 | 2 | 7 |
| 7 | Gio | 3 | 3 | 6 | 1 | 13 |

| | | | | | | |
|-------|------------|----|----|-----|----|-----|
| 8 | Vidi | 3 | 3 | 6 | 1 | 13 |
| 9 | Jonathan | 3 | 3 | 6 | 1 | 13 |
| 10 | Rizki | 3 | 3 | 6 | 1 | 13 |
| 11 | Kevin | 3 | 3 | 6 | 1 | 13 |
| 12 | Anggun | 3 | 3 | 6 | 1 | 13 |
| 13 | Fitri | 3 | 3 | 6 | 1 | 13 |
| 14 | Dwi Anissa | 3 | 3 | 6 | 1 | 13 |
| 15 | Chika | 3 | 2 | 6 | 1 | 12 |
| 16 | Harel | 3 | 2 | 6 | 1 | 12 |
| 17 | Putri | 3 | 2 | 6 | 1 | 12 |
| 18 | Hikma | 3 | 2 | 6 | 1 | 12 |
| 19 | Gaisel | 3 | 2 | 6 | 1 | 12 |
| 20 | Robert | 3 | 2 | 6 | 1 | 12 |
| 21 | Cahya | 3 | 2 | 6 | 1 | 12 |
| 22 | Tama | 3 | 2 | 6 | 1 | 12 |
| 23 | Jogi | 3 | 2 | 6 | 1 | 12 |
| 24 | Ruth | 3 | 2 | 6 | 1 | 12 |
| 25 | Danu | 4 | 1 | 2 | 1 | 8 |
| 26 | Erika | 0 | 0 | 0 | 0 | 0 |
| 27 | Kelvin | 0 | 0 | 0 | 0 | 0 |
| 28 | Imran | 0 | 0 | 0 | 0 | 0 |
| 29 | Efdou | 0 | 0 | 0 | 0 | 0 |
| 30 | Rafki | 3 | 2 | 6 | 1 | 12 |
| Total | | 74 | 61 | 141 | 29 | 312 |

Based on the analysis results of the first recount text, it is known that unit shift is the most common in the results of student translations. Then followed by the second most, namely structure shifts, third class shifts, and in fourth position is intra-system shift. Unit shift has 141 shifts from the total translation results of 30 students. Structure shift has 74 shifts in translation, class shift has 61 shifts in translation, and intra-system has 29 shifts in translation. And the total shifts owned by all students in translation are 312, all of which are taken from a combination of structure shifts, class shifts, unit shifts, and intra-system shifts.

Tabel 2. The Types Translation Shift of the Students Table
(Example of Recount Text 2: Playing on the Beach)

| No | Name of Students | Types of Translation Shift (Category Shift) | Translated Sentence |
|----|------------------|--|---------------------|
|----|------------------|--|---------------------|

| | | SS | CS | US | ISS | |
|----|----------------|----|-----|----|-----|-----|
| 1 | Robert | 3 | 7 | 2 | 1 | 13 |
| 2 | Gaisel | 3 | 7 | 1 | 2 | 13 |
| 3 | Hikma | 4 | 5 | 4 | 0 | 13 |
| 4 | Putri | 4 | 5 | 4 | 0 | 13 |
| 5 | Chika | 4 | 5 | 4 | 0 | 13 |
| 6 | Dwi Anissa | 4 | 5 | 4 | 0 | 13 |
| 7 | Fitri | 4 | 5 | 4 | 0 | 13 |
| 8 | Anggun | 2 | 6 | 3 | 2 | 13 |
| 9 | Rizky | 1 | 6 | 4 | 2 | 13 |
| 10 | Gio | 1 | 6 | 4 | 2 | 13 |
| 11 | Rafki Hutasoit | 1 | 6 | 4 | 2 | 13 |
| 12 | Rafki | 1 | 6 | 4 | 2 | 13 |
| 13 | Rendy | 1 | 2 | 1 | 0 | 4 |
| 14 | Ibran | 3 | 7 | 1 | 2 | 13 |
| 15 | Riko | 3 | 7 | 1 | 2 | 13 |
| 16 | Vidi | 3 | 7 | 1 | 2 | 13 |
| 17 | Eben | 4 | 6 | 1 | 2 | 13 |
| 18 | Kevin | 3 | 1 | 0 | 0 | 4 |
| 19 | Arini | 3 | 7 | 1 | 2 | 13 |
| 20 | Cahya | 3 | 7 | 1 | 2 | 13 |
| 21 | Danu | 3 | 2 | 0 | 0 | 5 |
| 22 | Tama | 3 | 7 | 1 | 2 | 13 |
| 23 | Kelvin | 2 | 7 | 2 | 2 | 13 |
| 24 | Harel | 2 | 7 | 2 | 2 | 13 |
| 25 | Afdou | 2 | 7 | 2 | 2 | 13 |
| 26 | Jogi | 2 | 5 | 2 | 1 | 10 |
| 27 | Jonathan | 2 | 7 | 2 | 2 | 13 |
| 28 | Juli | 3 | 7 | 1 | 2 | 13 |
| 29 | Ruth | 0 | 0 | 0 | 0 | 0 |
| 30 | Erika | 0 | 0 | 0 | 0 | 0 |
| | Total | 74 | 162 | 61 | 38 | 325 |

Based on the analysis results of the second recount text, it is known that class shift is the most common in the results of student translations. Then followed by the second most, namely structure shifts, third unit shifts, and in fourth position is intra-system shift. Class shift has 162 shifts from the total results of student translations, there are 30 students. Structure

shift has 74 shifts in translation, Unit shift has 61 shifts in translation, and intra-system has 38 shifts in translation. And the total shifts owned by all students in translation are 325, all of which are taken from a combination of structure shifts, class shifts, unit shifts, and intra-system shifts.

Discussion

The researcher "The analysis of students translation shift in translating argumentative text from English into Indonesian" by Lilis (2022) has presented the point of that finding. The analysis was carried out using Catford's theory of translation shift, specifically in category shift. The subject of this study is fifth semester English education at UIN Raden Intan Lampung, and the sample size is 30 students from class D, selected using a purposive sampling technique. Herman (2017) conducted research under the title "Shift in translation from English into Indonesian narrative text." In this study, the researcher focused on the theory of shifts in translation to the text of narrative text. The data were analyzed using Catford's translation theory, which included structure shift, class shift, unit shift, and intra system shift from English (as the source language) to bahasa Indonesia (as the target language). After analyzing the data presented above, the author concludes that the unit shifts that occur in the translation into the target language are the formation of high level to lower level and low level to higher level.

The researcher conducted the research with eighth-grade students from SMP Swasta Ben's Group Buntu Bayu Hatonduhan. Some students collected without completing the translation because they did not know how to translate it. The students' analysis of the first recount text revealed that unit shift is the most common in the results of student translations. The second most common is structure shifts, followed by class shifts and intra-system shifts, in that order. The unit shift contains 141 shifts from the total translation results of 30 students. The structure shift has 74 translation shifts, the class shift has 61 translation shifts, and the intra-system has 29 translation shifts. All students in translation have a total of 312 shifts, which include structure shifts, class shifts, unit shifts, and intra-system shifts. And the second recount text, based on the analysis results, shows that class shift is the most common in student translation results. The second most common is structure shifts, followed by unit shifts and intra-system shifts, in that order. There are 30 students in the class shift, which has 162 shifts based on student translation results. There are 74 translation shifts in the structure shift, 61 in the unit shift, and 38 in the intra-system shift. All students in translation have a total of 325 shifts, which include structure shifts, class shifts, unit shifts, and intra-system shifts.

CONCLUSION

Based on the explanation, this research shows that the shifts analyzed above clearly demonstrate that unit shifts and class shifts (from higher level to lower level and from lower level to higher level) were predominantly observed. The analysis of the first recount text indicates that unit shifts were the most common in the students' translations, followed by structure shifts in second place, class shifts in third, and intra-system shifts in fourth. Unit shifts accounted for 135 shifts from the total translation results of 25 students. Structure shifts had 75 occurrences, class shifts had 62, and intra-system shifts had 28. In total, the shifts identified in all students' translations amounted to 300, which were derived from a combination of structure shifts, class shifts, unit shifts, and intra-system shifts.

In the analysis of the second recount text, it was found that class shifts were the most common in the students' translations. This was followed by structure shifts in second place, unit shifts in third, and intra-system shifts in fourth. Class shifts accounted for 153 shifts from the total results of the student translations, which involved 25 students. Structure shifts had 67 occurrences, unit shifts had 55, and intra-system shifts had 26. The total number of shifts identified in all students' translations for this text was 299, also derived from a combination of structure shifts, class shifts, unit shifts, and intra-system shifts. The analysis above also shows that the shifts found in the translation of recount texts include level shifts, unit shifts, class shifts, structure shifts, and intra-system shifts.

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