# THE EXISTENCE OF CATEGORY SHIFTS IN BILINGUAL HISTORY TEXTBOOK FOR JHS YEAR VII

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***Abstract:*** *The definition of shift is a moving or departure from one grammatical system of the source language to another grammatical system in the target language without changing the meaning of it. There are two main types of shifts in translation, level shifts and category shifts. This study attempted to describe the existence of shifts especially category shifts only of words, phrases, clauses, and sentences from the English version to the Indonesian version of the translation of the bilingual book entitled "History Bilingual Textbook for Junior High School Year VII" published by Yrama Widya. I used a descriptive qualitative method as a research design in the process of analysis. I analyzed the category shifts occurred in words by words, phrases by phrases, clauses by clauses, and sentences by sentences carefully. The study found out that the category shifts occurred in the all of the chapters of the textbook consisted of structure, unit, class, and intra-system shift in words, phrases, clauses, and sentences. From the analysis of the study, I can conclude that the category shifts that occurred in the process of textbook translation happened because of four reasons. First, there were grammatical changes specifically in the order of the words. Second, the source texts that located in the different ranks of the unit. Third, the source text that located in the different classes or parts of speech. Fourth, the plural source texts that mostly translated into singular nouns in the target texts.*

***Keywords:*** *Category shift, Words, Phrases, Clauses, Sentences*

## INTRODUCTION

Bilingual books have become one of the requirements in the International Standard School in Indonesia (RSBI) before the Indonesian Constitution Assembly decided to stop the program on 8th January 2013. The use of bilingual books in RSBI schools is to make students and teachers get used to English in line with the purpose of RSBI schools that is to be an International Standard School. Although the internationalization program does not exist anymore, some bilingual textbooks are still used by some schools as one of their references for the learning process. The definition of a bilingual textbook itself is a book written in two languages (Indonesian and English). Bilingual textbooks give many benefits both for the teachers and students that is the books can improve knowledge especially the mastery of English. In that time, bilingual textbooks become one of the important components written in a curriculum of education level in Indonesia so that every teacher and student had to have it. For that matter, lots

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of book publishers in Indonesia try to provide many types of bilingual textbooks for various subjects too. It is published for kindergarten, elementary school, junior high school, and senior high school. Because there were so many textbooks, the school as the facilitator had to select carefully that match with the school curriculum so that they will have appropriate books with high quality. Translation became one of the most important aspects in creating the bilingual books itself. Translation could be defined as the process of rendering the meaning of a text from one language to another language in the way that the author intended the text (Newmark, 1988, p. 5). There were some problems that would be raised in translating process. One of them is about the linguistic problems that it can be happening because of languages its own characteristics.

The different characteristics occurred especially in the grammatical system between the source language and target language and it will cause other problems again in translating process also in the bilingual textbook itself. In translation, when there were some differences occurred in the grammatical system, transposition or shift will appear. Catford (1965) said "shift is a moving or departure from one grammatical system of the source language to another grammatical system in the target language without removing the meaning of the translation itself" (p. 73). Catford also divided shifts into two types of translation namely level shifts and category shifts. The first type of shift is level shifts. Level shifts are discussed about shifts between grammar and lexis. The second type is category shifts that are further divided again into four types (structure, class,

unit, and intra-system shift). After we know what translation shifts especially category shifts are, will come to a question, how did the category shifts can occur from English language as a source language, and then was translated to Indonesian as a target language. This research is expected to give information about the existence of the category shifts by describing the definition and types of the translation shifts. Then, explaining how the category shifts occur in words, phrases, clauses, and sentences in the English to Indonesian translation from the bilingual History textbook for Junior High School Year VII published by Yrama Widya.

### Literature Review

In conducting the research, I provided some previous studies related to the topic. Most of the studies are conducted in translation shift field especially about the category shifts. These studies are conducted by (Zakrimal, 2019; Tirtayasa & Setiadjid, 2018; Sugaryamah & Anggreyani, 2017; Maisaroh, 2017; Santiari et.al., 2017).

Zakrimal (2019) explained in his research that the aim of the study was determined the type of translation shift in translating the articles of sports from Kompas Online Daily published in December 2018. The data were analyzed through the Catford translation theory shift's theory. On the other hand, Tirtayasa & Setiadjid (2018) mentioned that their study is tried to determine the translation shifts that happened in the Goenawan Mohamad's poem collection entitled "On God and Other Unfinished Things" from the Indonesian version *Tuhan dan Hal - Hal yang Tak Selesai*. It

was analyzed by compared some literary elements in Indonesian and English versions. The analysis was about category shift, especially in semantic, textual, semantic, rhetorical, stylistic, and pragmatic components.

In their study, Sugaryamah & Anggreyani (2017) presented the procedure of the translation shifts of Indonesian - English texts of the diorama that is displayed at the *Museum Nasional* in National Monument Jakarta. They used Catford's theory of translations shift and then four types of category shifts found in the diorama texts. They were unit shifts, structure shifts, intra-system shifts, and class shifts.

Still talked about translation shift especially about the the category shift, Maisaroh (2016) stated that the research was about translation shift in a bilingual text entitled "Garfield Takes his Licks". The objectives of the study were to find out the types of shifts, how the shifts occur and analyze the translation shifts of the bilingual text. The research conducted a descriptive qualitative as the research design. Then, the data of this study were English to Indonesian translations of phrases, clauses, and words from the text.

Related to the topic that is about the existence of category shift, Santiari et al. (2017), showed that their study's aim was to describe the shift in the translation of noun phrases that is applied in Let It Snow's translation in the Show Patter and identify the translation meanings in noun phrases found in translation word phrases objects in English to noun phrases in Indonesian. The theories of the shifting in a translation came from Catford (1965)

and Larson (1984) about meaning-based translation also applied.

There are some similarities and differences between the previous studies and the present study. The similarities are most of the previous studies are talked about translation shift especially the category shift from Catford's theory (1965) that he divided again into four shifts. They are structure shift, unit shift, class shift, and intra-system shift. Then, the difference is located in the object of the study. Most of the objects of the previous studies were about the category shifts found in the literary works. For example, the category shift found in novel, children's book, short story, diorama text, Instagram caption, and etc.

In giving the understanding about translation shift especially the category shifts, I provided some definition and explanation about this. Catford (1965) defined "translation shifts as the departures from formal correspondence from a process of going from source language to target language" (p. 73). While, shift is a translation procedure involving a change in grammar from the source language to the target language (Newmark, p. 55). There are two major types of shifts that are level and category shifts. Catford (1965) divided the category shifts into four types (structure, class, unit, and intra-system). Structure shifts happen when there are two languages with a different element of the structure or it also included in a change of the grammatical structure between the source language and the target language. A class shift occurs if there is a shift happened on the part of speech in translation. These parts of speech can be differing from one to another language.

When there is a change of unit from the source language to the target language, a shift called unit shift or rank shift happened. If the shift occurs from lower to higher units, it can be called *upward rank shifts*. On the other hand, if the shift occurs from the higher to lower units, it can be called a *downward rank shift.* Catford (1965) mentioned that intra-system shifts happened in some cases where a shift occurs because of the different grammar between the source and target language (p. 80) In this case, actually, the source and target language have the same system formally between each other. But, the translation process needs shift because the prevalence of the correspondence expression is unacceptable.

In conducting the research, I made a framework to complete the concepts of the study. This study concerns in the category shifts that occurred in every rank of unit of the language started from word, phrase, clauses, and sentence from the History bilingual textbook published by Yrama Widya. I refer to Catford's theory where he divided the category shifts into four types (structure, class, unit, and intra-system).

## METHODS

This study is designed as qualitative research which is based on qualitative and descriptive data. Creswell (2003) found "a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives" (p. 18). In the analysis process, the data interpreted using descriptive analysis where it will describe the data as clear as possible and analyzing them briefly.

### Object of Study

The object of this study is a bilingual History textbook for Junior High School Year VII" published by Yrama Widya. The object of the study just focuses on describing the category shifts that occurred in words, phrases, clauses, and sentences that come from the English version as the source language and the translation product is in the form of Indonesian as the target language. The aspect which was analyzed in this study is the types of category shifts which are divided by Catford into four categories that are structure, class, unit, and intra-system shifts occurred in words, phrases, clauses, and sentences.

### Instruments

In this research, I use two types of instruments to collect the data. First, the underlined data from the bilingual History textbook. I underlined the English and Indonesian versions of it that approximately contain the category shifts. The second instrument is a table of collections. The table is used to write down the underlined data from the previous step that is underlining the source text (Text of the bilingual book in the English version) and target text (Text of the bilingual book in the Indonesian version).

### Data Collection Procedures

Data collection can be defined as a procedure of collecting, followed by measuring, and the last is analyzing using a standard technique. Data collection aims is to get accurate information that can be concluded as a finding of study. Here, I will divide the methods into five:

a. Finding and Selecting

I did library research. I searched some books that will be used as an object of the study. Finally, I chose the bilingual History textbook for Junior High School year VII published by Yrama Widya.

b. Reading

I read and understand the source text (English version) and target text (Indonesian version) from the bilingual History textbook.

c. Note taking
I underlined the source text from the English version and the target text from the Indonesian version that approximately contained the category shifts. I marked it started from words, phrases, clauses, and sentences). For example:
ST    : The life history of mankind up to the present
TT    : *Perjalanan manusia dalam menempuh kehidupan seperti sekarang*
Furthermore, I used the bold type when moving the underlined data to my instrument's sheet.

***Data Collection Analysis***

The collected data found from the bilingual History Textbook was then analyzed in every word, phrase, clause, and sentence The procedures are mentioned below:
a. Classifying
After moving the data collection from the textbook to the instrument's sheet previously, I classified the category shifts into a data classification table based on the unit started from a word, phrase,

clauses, and sentences.
b. Analyzing
After classifying the collected data into a different instrument's sheet, I analyzed all of the data started from the words table until the sentences table one by one. I analyzed how the category shifts can happen by writing the name of the category shift itself and the explanation.
1. ST    : Was conducted **orally**
    *(Adalah dilakukan denga lisan)*
    TT    : *Dilakukan secara **lisan***
    The bold text above shows a change in class in the translation process between the source text and the target text. The change wasfrom *orally* (adverb of manner) into *lisan* (noun). The change is called a class shift where the source text is located in a different class from the target text.
2. ST    : **The life history of** mankind up to the present
    *(Cerita kehidupan dari manusia sampai sekarang)*
    TT    : ***Perjalanan** manusia dalam menempuh kehidupan seperti sekarang*
    The bold text above shows that there was a change of class in the translation process between the source text and the target text. The change was from *the life history of* (phrase) into *perjalanan* (noun). The change is called a class shift where the source text is located in a different class from the target text.

**FINDINGS AND DISCUSSION**
In this section I will answer the research questions stated in chapter I. Also, I want to mention and summarize the research findings related to translation shifts. Then, I present the discussion of the

conclusions of category shifts that occurred in the bilingual History textbook.

**Finding 1**

*Category shifts occur in words on the bilingual History textbook*

Table 1. Category Shifts occur in the words

| No. | Types of Category Shift | Number of Data |
|---|---|---|
| 1. | Structure Shifts | 0 |
| 2. | Class Shift | 14 |
| 3. | Unit Shift | 65 |
| 4. | Intra – system Shift | 21 |
| | Total of the Data | 100 |

From table 1 above, we can see that from the 100 data of category shifts that occur in words, the most dominant shifts are unit shifts with 65 data. Then, intra–system shift with 21 data, class shift with 14 data, and structure shift with 0 data. The example of category shifts occurs in words with the explanation can see as follow:

1. ST     : Was conducted **orally**

   *(Adalah dilakukan secara lisan)*

   TT     : *Dilakukan secara **lisan***

   The bold text above shows that there was a change of class in the translation process between the source text and the target text. The change was from orally (adverb of manner) into *lisan* (word). The changes called a class shift where the source text is located in the different class from target text.

2. ST     : For example, **dinosaurs** are normally
   *(Contohnya, dinosaurus dengan normalnya)*

TT     : *Contohnya, **dinosaurus***

The text on the bold type above shows that the source text *dinosaurs* is not translated into plural form, but in singular form dinosaurus, not *dinosaurus – dinosaurus*. It is categorized as **intra –system shift.**

3. ST     : Were often used in **communication**
   *(Yang seringmya digunakan dalam komunikasi)*
   TT     : *Digunakan untuk berkomunikasi*

   The bold text above shows that there was a change of class in the translation process between the source text and the target text. The change was from communication (noun) into *berkomunikasi* (verb). The changes called a class shift where the source text is located in the different class from target text.

**Finding 2**

*Category shift occur in phrases on the bilingual History textbook*

Table 2. Category shifts occur in the phrases

| No. | Types of Category Shift | Number of Data |
|---|---|---|
| 1. | Structure Shifts | 46 |
| 2. | Class Shift | 11 |
| 3. | Unit Shift | 44 |
| 4. | Intra – system Shift | 0 |
| | Total of the Data | 100 |

From table 2 above, we can see that from the 100 data of category shifts that occur in phrases, the most dominant shifts are

structure shifts with 46 data. Then, unit shifts with 44 data, class shifts with 11 data, and intra-system shift with 0 data. The example of category shifts that occur in phrases with the explanation can see as follow:

1.  ST : **The life history of** mankind up to the present
    *(Sejarah hidup dari manusia sampai sekarang)*
    TT : ***Perjalanan*** *manusia dalam menempuh kehidupan seperti sekarang*

    The bold text above shows that there was a change of class in the translation process between the source text and the target text. The change was from the life history of (phrase) into *perjalanan* (noun). The changes called a class shift where the source text is located in the different class from target text.

2.  ST : **For only** a short period of time
    *(Hanya dalam waktuy yang pendek)*
    TT : ***Dalam*** *waktu yang singkat*

    The bold text above shows that there was a change of unit in the translation process between the source text and the target text. The change was from *for only* (phrase) into *dalam* (word). The changes called a unit shift where the source text is located in the different unit which is higher than the target text.

3.  ST : **Up to the** present has not been going on
    *(Sampai sekarang yang tidak terjadi)*
    TT : ***Seperti*** *sekarang tidak terjadi dalam*

The bold text above shows that there was a change of unit in the translation process between the source text and the target text. The change was from up to the (phrase) into *seperti* (word). The changes called a unit shift where the source text is located in the different unit which is higher than the target text.

**Finding 3**
*Category shift occur in clauses on the bilingual History textbook*

Table 3. Category shifts occur in the clauses

| No. | Types of Category Shift | Number of Data |
|-----|-------------------------|----------------|
| 1. | Structure Shifts | 26 |
| 2. | Class Shift | 0 |
| 3. | Unit Shift | 11 |
| 4. | Intra – system Shift | 0 |
| | Total of the Data | 37 |

From table 3 above, we can see that from the 37 data of category shifts that occur in clauses, the most dominant shifts are structure shifts with 26 data. Then, the unit shifts with 11 data. Here, there is no class shift and intra – system shift or 0 data. The example of category shifts that occur in clauses with the explanation can see as follow:

1.  ST : It can be said that pre-historic time started
    *(Ini dapat dikatakan bahwa zaman pra – sejarah dimulai)*
    TT : ***Zaman pra aksara dapat dikatakan bermula***

    The bold text above shows that there was a change of in

grammatical structure in the translation process between the source text and the target text. The source text is in the form M + H + M (it can be said that pre-historic time started) then it translated into H + M + M (*zaman pra aksara dapat dikatakan bermula*). The change of the structure iscalled structure shift.

2. ST : **People had also known earthenware**
(*Orang juga sudah mengenal tembikar*)
TT : *Tembikar juga sudah dikenal manusia*
      The bold text above shows that there was a change of in grammatical structure in the translation process between the source text and the target text. The source text is in the form H + M + M (people had also known earthenware) then it translated into M + M + M (tembikar juga sudah dikenal). The change of the structure is called structure shift.

3. ST : **This was a transitional period**
(*Ini merupakan zaman peralihan*)
TT : Zaman ini merupakan masa peralihan
      The bold text above shows that there was a change of in grammatical structure in the translation process between the source text and the target text. The source text is in the form M + M + M (this was transitional period) then it translated into H + M + M (*zaman ini merupakan masa peralihan*). The change of the structure is called structure shift.

**Finding 4**

*Category shift occur in sentences on the bilingual History textbook*

Table 4. Category shifts occur in the sentences

| No. | Types of Category Shift | Number of Data |
|-----|------------------------|----------------|
| 1. | Structure Shifts | 23 |
| 2. | Class Shift | 0 |
| 3. | Unit Shift | 6 |
| 4. | Intra – system Shift | 0 |
| | Total of the Data | 30 |

From table 4 above, we can see that from the 30 data of category shifts that occur in sentences, the most dominant shifts are structure shifts with 23 data. Then, unit shifts with 6 data. Here, there is no class shift and intra–system shift or 0 data. The example of category shifts that occur in the sentence with the explanation can see as follow:

1. ST : It was not known in Southeast Asia (Including Indonesia).
(*Ini tidak diketahui bahwa di Asia Tenggara (termasuk Indonesia).*
TT : *Di Asia Tenggara (termasuk Indonesia), tidak dikenal istilah zaman tembaga.*
      The bold text above shows that there was a change of in grammatical structure in the translation process between the source text and the target text. The source text is in the form H + M + M (It was not known in Southeast Asia) then it translated into M + M + H (*Di Asia Tenggara (termasuk Indonesia), tidak dikenal istilah zaman tembaga*). The change of the structure is called structure shift.

2. ST    : People started to know and use metal tools.
*(Orang – orang mulai mengetahui dan memakai alat – alat dari logam).*
TT    : *Alat – alat dari logam telah dikenal dan dipergunakan secara dominan.*

The bold text above shows that there was a change of in grammatical structure in the translation process between the source text and the target text. The source text is in the form H + M + M + M (people started to know and use metal tools) then it translated into M + M + M + H(*Alat – alat dari logam telah dikenal dan dipergunakan secara dominan*). The change of the structure is called structure shift.

3. ST    : People already knew some techniques for processing metal in this period.
*(Orang – orang sudah mengetahui beberapa teknik untuk membuat logam di zaman ini).*
TT    : *Pada masa ini masyarakat sudha mengenal teknik pengolahan logam.*

The bold text above shows that there was a change of in grammatical structure in the translation process between the source text and the target text. The source text is in the form  H + M + M + M + M + M (People already knew some techniques for processing metal in this period) then it translated into M + H + M + M (*pada masa ini masyarakat sudah mengenal teknik pengolahan logam*). The change of the structure is called structure shift.

### Discussion

In the analyzing process, I took the classified data started from the lowest unit (word) to the highest unit (sentence). After that, the data were analyzed one by one to know what types of category shifts and also the explanation of how they occurred in each of the ranks of the unit. To explain how each shift occurred within the data, they were completed with the description and analysis.

Start from the category shifts that occur in words on the bilingual History textbook. From table 1 contain the category shifts that occurred in words, we can see that from 100 data of category shifts, **three** types of category shifts occurred. The most dominant shifts occurred are **unit shifts** with 65 data. Unit shifts can happen because there are changes in the rank of the unit in the translation process between the source text and target text. As previously explained, the source text is located in a different unit which is in the words section, it mostly lower than the target text that dominantly in the form of phrases. The shifts are called *upward rank shifts.* The second shift that occurred are **intra–system shifts** with 21 data. From the words section, shifts can happen because the translator of the textbook translated the plural nouns in the source text into singular nouns mostly in the target text, so the intra–system can happen. And then, the third shift that occurred in the words section are **class shifts** with 14 data. From the previous analysis, the class shift happened because there are changes of class in the translation process between the source and target text. Furthermore, the changes happen because the source

text is located in a different class, for example, the source text is the form of adverb of manner and the target text is in the form of phrases. In addition, there are some data show that the source text is in the form of adverb of manner, while the target text is in the form of a noun which they located in different parts of speech. It can be said as a class shift also. Here, in the words section, **structure shift** does not exist.

Next, the category shifts occur in phrases on the bilingual History textbook. From table 2 contain the category shifts that occurred in phrases, from 100 data of category shifts, there are **three** types of category shifts. The most dominant shifts occurred are **structure shifts** with 46 data. The structure shifts mostly happen because there are changes of grammatical order so that shifts can occur. For example, the source text is sea water, then the translator translated it into *air laut*. This translation process did not change the meaning of the text, but it just happens a shift where there is a change in word order. Another example, the source text is invertebrate's reptile that is translated into *binatang amfibi yang tidak bertulang belakang*. There are no meaning changes, but in the target text, there is a word addition *"yang"*. Some examples before indicated the structure shifts existence. The second shifts are **unit shifts** with 44 data. As explained previously, the unit shift can happen because there are changes in the rank of the unit in the translation process between the source text and target text. The source text is located in a different unit which is in the phrases section, it mostly higher than the target text that

dominantly in the form of words. The shifts are called *downward rank shifts*. The third shift that occurred is **class shift** with 11 data. From the previous analysis, it can be concluded that the class shift happened because of there are changes of class in the translation process between the source and target text. Furthermore, the changes happen because the source text is located in a different class, for example, in the phrases section, the source text is the form of phrases and the target text is in the nouns. In addition, there are some data show that the source text is in the form of adverbs, while the target text is in the form of a noun which they located in different parts of speech. It can be said as a class shift also. Here, in the words section, **intra–system shift** does not exist.

Next, the category shifts that occur in the clauses on the bilingual History textbook. From table 3 about the data of the shifts that occurred in clauses, it can be concluded that from 37 data of category shifts, **two** types of category shifts occurred. They are structure shifts that occurred dominantly with 26 data and unit shifts with 11 data. The structure shifts mostly happen because there are changes of grammatical order so that shifts can occur. This translation process did not change the meaning of the text, but it just happens a shift where there is a change in words order. The second shifts are **unit shifts** with 11 data. As explained previously, the unit shift can happen because of there are changes of the rank of the unit in the translation process between the source text and target text. The source text is located in a different unit which

is in the clauses section, it mostly higher than the target text that is dominantly in the form of phrases. The shifts are called *downward rank shifts.* Here, in the phrase section, **intra–system shift and class shift** do not exist.

Next, the category shifts that occur in the sentences on the bilingual History textbook. From table 4 about the data of the shifts that occurred in sentences, it can be concluded that from 30 data of category shifts, **two** types of category shifts occurred. They are structure shifts that occurred dominantly with 24 data and unit shifts with 6 data. The structure shifts mostly happen because there are changes of grammatical order so that shifts can occur. This translation process did not change the meaning of the text, but it just happens a shift where there is a change in words order. The second shifts are **unit shifts** with 6 data. As explained previously, the unit shift can happen because of there are changes of the rank of the unit in the translation process between the source text and target text. The source text is located in a different unit which is in the sentences section, it mostly higher than the target text that is dominantly in the form of clauses and phrases. The shifts are called *downward rank shifts.* Here, in the sentence section, **intra–system shift and class shift** do not exist.

The findings of this research had a relationship with several previous studies. First, this research is similar to the previous study done by Azizah (2017) she identified the category shift and examine the quality of the translation product based on the

*Instagram* captions of Ani Yudhoyono in 2015. The findings showed that four types of translation shift (class, unit, structure, and intra-system shift) occurred. The difference lies in the focus of the analysis. Azizah analyzed the percentage of the shifts in occurrence of a literary work which is in the form of the *Instagram caption.* While, I analyze the category shifts that occurred science textbook and I also analyze the category shifts in every rank of the units (word, phrase, clause, and sentence).

Second, this research is also similar to the previous study done by Kantiastuti (2014). Her study aims to analyze the types of category shifts found in English – Indonesian translation of *Breaking Dawn* texts movie. She described the occurrence of the shifts by comparing both source text and target text then analyzing the process of the occurrence itself. The findings showed that four types of category shift also occurred in the texts' movie translation. The difference from my analysis is in the focus and object of the study. In the research, Kantiastuti analyzed the degrees of meaning equivalence and the percentage of the category shifts. Here, I only focused on the category shifts' existence and the explanation of them in every rank of unit (word, phrase, clause, and sentence) and its translation shift process but not in the form of a percentage.

Third, my final project similar to Farrokh's (2011) research where she was also explored the types of shifts especially based on Catford's classification. The differences are

located in the object of the study and the results of the study. She described the equivalence, and her object of the study is in the form of Persian language as the source language and English as the target language. Here, my object of study is in the form of English to Indonesian translation of bilingual History textbook and my focus analysis is on the existence of category shifts without counting the percentage.

The process of category shifts that occurred in every rank of the unit in the bilingual History textbook, Newmark stated that the source text (English) and target language (Indonesian) might have contained their language systems and grammatical structure so that the shifts can occur. From that explanation, it will be better for the translator to do a translation process as clear as possible.

## CONCLUSSION AND SUGGESTION

### *Conclusions*

Regarding to the findings of the study, I make some conclusions that also can answer the following research questions in chapter one.

a.  From the category shifts in the words unit, three types of these shifts occurred. The first are the unit shifts as the most dominant shifts happen because there are *upward rank shifts* (the source texts (words) are located in the lower unit than the target text (phrases)). The second are the intra-system shifts happen because the plural nouns in the source text are translated into singular nouns mostly in the target text. And the third are class shifts happen because the source texts are located in a different class or different part of speech. Structure shift does not exist in the words unit.

b.  From the category shifts in the phrases unit, three types of these shifts occurred. The first are the structure shifts as the most dominant shifts happen because there are changes of grammatical order so that shifts can occur. The second are unit shifts happen because there are *lower rank shifts* (the source texts (phrases) are located in the higher unit than the target text (words)). And the third are class shifts happen because the source texts are located in a different class or different part of speech. Intra-system shift does not exist in the phrases unit.

c.  From the category shifts in the clauses unit, two types of these shifts occurred. The first are the structure shifts as the most dominant shifts happen because there are changes of grammatical order so that shifts can occur. The second are unit shifts happen because there are *lower rank shifts* (the source texts (clauses) are located in the higher unit than the target text (phrases)). Class shift and intra-system shift do not exist in the phrases unit.

d.  From the category shifts in the sentences unit, two types of these shifts occurred. The first are the structure shifts as the most dominant shifts happen because there are changes of grammatical order so that shifts can occur. The

second are unit shifts happen because there are *lower rank shifts* (the source texts (sentences) are located in the higher unit than the target text (clauses)). Class shift and intra-system shift do not exist in the phrases unit.

## *Suggestions*

Also, I would like to provides some suggestions. First, the suggestion is for another researcher. I hope this research becomes one reference in conducting another translation shift research. Second, the suggestion is for the translators. I hope that they will always pay attention and be more aware of translating process especially the meaning transfer so that the original text can be delivered well to make the readers more understand.

## ACKNOWLEDGEMENT

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