# The Existence of Grammatical Shifts in The English-Indonesian Translation Done by English Language Department Students

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| Article Info | Abstract |
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| | Translation is transferring the meaning from the source language into the target language. Therefore, a shift in translation could be occurred because of the difference between the two languages. To understand the translation shifts in more detail way, this study was composed by taking the translation shift as the theme of the study. This study focused on explaining the existence of grammatical shifts in the English into Indonesian translation of an essay text done by involving 15 students who are in their 5th semester of the English Language Department at a university. Meanwhile, the object of this study was the translation results produced by the students. This study was a descriptive qualitative study emphasizing a detailed understanding of the result of the study. To collect the data, this study used tests and documentation of the students' translation results. Based on the analysis, two main types of shifts were found: level shift and category shift, in the students' translation results. The category shift was divided into four types: structure shift, class shift, unit/rank shift, and intra-system shift. The dominant translation shift found in this study was unit/rank shift as much as 28.81 %, followed by structure shift (25.07 %), intra-system shift (20.89 %), level shift (18.53 %), and class shift (6.70 %). Grammatical shifts could occur in translation for some reasons and provisions. Those grammatical shifts presented in this study could increase the learners' knowledge about the grammatical shifts in translation. |

## INTRODUCTION

In learning English, Indonesian learners are learning a different language from their mother language. Learning another language is not easy as we think. Not only learn the language, English learners must also understand the language itself. According to Yuliasri (2023), translation is a hard process that requires comprehending the content of the text in the source language before rendering it into the target language in an acceptable manner without passing beyond the equivalence in the translation. As we know, English has a different structure of the language, and the use of English is also different from other languages. Therefore, there is knowledge about translation in learning English.

The reason translation is becoming a primary necessity for learners is because translation has many benefits, particularly in learning English. According to Newmark (1988), translation is the process of conveying the meaning of a text into another language in the way intended by the author. Translation is not only used to transfer one language to another language but also to convey the exact message of the source language. By mastering translation skill well, the learners can deliver the information efficiently, so the receiver will get the intention of information. In addition, translation can make people gain more information from the source language, so it can increase the knowledge too. However, when the learners cannot translate the text well, they can miss the information which can make misunderstanding the proper information. Therefore, translation is a very crucial skill that must be owned by English learners.

In translation, there are many aspects that must be noticed, including the methods of translation, techniques of translation, the word choice, and even the rules of translation. Those are very important to take note of because those aspects can determine the result of translation. For example, when translators translate a text, they are not only change the word of the source language into the target language, but they also must observe the intention meaning. They must look carefully at the word choice and the way to compose the translation well, in order to make people understand and catch the meaning of the text.

As we know that the purpose of the translation is delivering the message in one language into another language well and can be understood by many people that read the text. Therefore, in translating a text, the translators must pay attention to the use of language. In English language, there is grammatical rules that arrange the language. The translators that would like to translate the text into English and vice versa, must master the grammatical rules in English. As stated by Yuliasri (2016) that English is a foreign language for Indonesian learners, therefore, some learners usually find the problem, such as grammar. One example of the differences of the grammatical rules between English and Indonesian language is the placement of noun and adjective. In English, the adjective is written first before the noun, however, in Indonesian language, the adjective is written after the noun. The simple difference of English language and Indonesian language like this has equivalent meaning andcan cause an error if its use is neglected. In the translation, it can be called by translation shift. Translation shift can be occurred in translation one language to another language. This statement is strengthened by the statement proposed by Baker (1992) that the source language and the target language have differences and this frequently results in adjustment or shift in the intention of the message troughout the process of translating one language to another language. Then, Mohseni (2021) also stated that translation shift may occur in any level, take several forms, and have diverse impacts. Therefore, the translators are demanded to learn and master the rules of language that different with another language.

There are many previous studies that conducted the translation shift as the object of the study. As Rupiah and Hartono (2017) conducted the study about translation shift and equivalence of noun phrase that taken from the English-Indoensian short stories translation. The result of this study showed that the translation shifts occur

more often than translation equivalence. However, the use of translation shift can make the translation especially noun phrase more acceptable and natural. It means that the shifts do not always have a negative impact, but it can be used as a way to make the translation text more readable and understandable. Another study explained about the translation shifts in coordinate and correlative conjunctions of English-Persian translation. This study was investigated by Yarahmadzehi and Moghadam (2016). The data of this study revealed that equivalent substitution was the most frequently utilized approach in the translation of coordinate conjunctions; meanwhile unit shifts and equivalent substitution were the most frequently used strategies in the translation of correlative conjunctions.

Herman (2014) also investigated the translation shift in the English language into Indonesian language translation of the movie. In this study that only investigated the category shift that proposed by Catford (1965). The result of this studyfound all the types of category shifts in the translation of subtitle. The dominant category shift that found in this study is unit shift, that followed by structure shift, class shift, and intra-system shift. Then, another study about translation shifts that using movie as the object of study had been done by Aini et al. (2020). The study investigated the shift of thematic structure in English movie that translated into Indonesian language. This study found all the types of translation shifts in the English language into Indonesian translated subtitle. In addition, Putri and Hamzah (2021), also conducted the study of translation shift of Antara News Indonesian into English translation. This descriptive qualitative study found that there were translation shiftsin the translation, including 4 data of level shift and 72 data of category shift. Meanwhile, the types of categoty shift divided into 31 data of structure shift, 14 data of class shift, 21 data of unit shift, and 6 data of intra-system shift.

In addition, Dahlan and Latif (2019) also conducted the translation shifts as the study. This study focused only on the cateogy shifts in English-Indonesian students' translation result.

This study found the translation shifts based on Catford's theory (1965) that there are two main shifts, level shift and category shift, where category shift consists of structure shift, class shift, unit shift, and intra-system shift. The result showed that structure shift fills the first level of shifts that is more commonly found in this study. The type if shift that is the least found is level shift.In the other hand, Mariam and Vonti (2020) researched about the grammatical shift in causative construction that translated from Indonesian language into English language. This study collected the data from 'Laskar Pelangi' and 'The Rainbow Troops' novels. The result of this study found that the shifts occurred in the word level, the clause level, and the sentence level. In the word level, there were unit and rank shifts. Meanwhile, in the clause level, there occurred unit and rank shift, and class shift.

In addition, Tilla and Ardi (2020) conducted a study about translation shifts, especially structure shifts, in the Indonesian translation of a pragmatic textbook written by George Yule. In this study, the method is a descriptive qualitative approach. The result showed that there were 70 structure shifts found from the collected data. The types of structure shift include addition, omission, and head modifier to modifier head. In summary, structure shifts can occur if the translators use many styles of translation in translating one language into another language. Another study about translation of the book was conducted by Ekasani, et al. (2018). Ekasani, et al. (2018) used the English cookbook as the object of study which investigated the category shifts of verb phrases in the book. In this study, the result showed two category shifts that were found, namely unit shift and class shift.

Hijjo and Kadhim (2017) conducted an analysis of grammatical translation shift in English-Arabic translation. This study used BBC media news text as the object of the study. The finding of this study is that all the types of grammatical translation shifts are found in the BBC media news translation that was translated from English language into Arabic language. Besides, the quality of the translation in this

media news can be detected by the result of analysis. Other study, Almutairi, et al. (2020) investigated the category translation shifts of a BBC News article from English into Arabic as the study. This study used both qualitative and quantitative method. The study found 35 shifts in the article, where the types of category shifts were found there. This study also showed that the structure shift became the dominant shift in the translation. The study summed up that the category shifts that were found were required to reduce the linguistic gap between the original language and the target language.

The gap between the current study and the previous studies was some of the previous studies conducted the studies by investigating books or literature. In this current study, the object of the study was the translation result done by 15 students of the English education department, where there were different results because as we know every student has their own knowledge and style of translation.

According to Blum-Kulka (1986) in Akbari (2012), the term "shift" is used to mean the modifications that happened in the translation process. Because translating is a type of language use, the concept of shift relates to the area of performance in linguistics rather than competence theories. Consequently, translation shift can be distinguished from the structural distinction that can exist between the source language and the target language. Another explanation about translation shift is based on Abidondifu, et al. (2021), the varying change in the translation process from the original language to the target language that is seen when the text is merged into multiple languages is referred to as translation shift.

According to Catford (1965), the definition of shift refers to a deviation from formal communication while transitioning from one language to another language. Aside from considering how translations affect the concept of meaning, the translators also learn how to divide various types of units into interesting grammatical structures of translation. There are two major types of shift, level shift, and category shift, based on Catford (1965). Level shift refers to the shift or the change of level of language that happened in translating into another language, such as lexical. A level shift can be a shift in aspect and cases. Besides, category shift, based on Almutairi, et al. (2020), is fundamentally a shift of degree in the translation process. Category shift is divided into four types, such as structure shift, class shift, unit/rank shift, and intra-system shift. Structure shift means a shift or a change that happens in the grammatical structure at different linguistic levels, such as sentences, phrases, etc. In adjusting the structure of the target language, a structure shift may occur to make the translated text from the original text is more natural in the target language. Then, the class shift is a change that usually occurs in the grammatical class of word types. Based on Vinay and Darbelnet (1995), the translation procedure of transposition is another name of class shift. The class of word types is changed when is translated from one language into another language. For example, a word in English is a verb, but after the text gets translated the word class becomes adjective. But, even though the word class is changed in the translation process, the meaning remains the same. It may occur in the translation to make understandable target text.

Another type of category shift is unit/rank shift. Unit/rank shift may occur when in translating a text in one language into another language, there is the existing change of the level of morphemes, words, phrases, clauses, and sentences. This shift is also known as the changing of the lower scale into higher scale or vice versa. The last type of category shift is an intra-system shift. This shift, based on Abidondifu (2021), conceives the system of the language which changes internally due to the source language has a different system with the target language. For example, the linguistic elements in which intra-system shifts frequently occur such as definite and indefinite, singular and plural, and the natural and gender-specific items. For example, plural noun in the source language become singular noun.

The types of translation shift proposed by Catford (1965) is the shift that is used as the reference of this study. This study aims to explain

the existence of the grammatical translation shift that was found in the English-Indonesian translation done by the 5th-semester students of the English Language Department atWalisongo Islamic State University. The text of translation that used in this study is the English essay text taken from the website of British Council 2019 entitled 'English Language Day. Regarding the importance of the understanding on the translation shift, this study strives for giving the detail explanation about translation shift that done by English learners. The result of this study can be used as learning material of translation shift for the English learners and the lecturers. Besides, this study can be used to increase the knowledge of the theory of translation shift, and can be more in-depth research object for the future researcher.

**METHOD**

This study used a descriptive qualitative method to compose detailed information about the grammatical translation shifts. Based on Creswell (2012), one of the characteristic features of qualitative research is the investigation of a case and the development of a deep understanding of a significant phenomenon, which is the fundamental idea explored in this study design. In this study, the subject of the study consisted of 15 university students. Meanwhile, the object of the study was the translation results produced by the students. The focus of the study was exploring the existence of the grammatical shifts that were found in translation results done by the 5th-semester students of Universitas Islam Negeri WalisongoSemarang. The text of translation used in this study is the English essay texts taken from the website of British Council 2019 entitled 'English Language Day. According to Miles and Huberman (1994), the researcher of qualitative study has to focus on the depth of the researcher's knowledge of the concept that is being learned and does not focus on its numerical data or statistics. Therefore, the result of this study entailed the interpretation and careful description of the data.

The instruments that were used to collect the data of this study were tests and documentation. The test was in the form of translation results done by the 5th-semester students of Universitas Islam NegeriWalisongo Semarang. The test consisted of the instruction to translate an English essay text into the Indonesian language. The students were asked to translate English essays that had been served by the researcher into Indonesian language. Then the students translated it sentence by sentence to make it easy to classify the data. After that, the researchers collected the students' translation results and started to look for the grammatical shifts in every sentence. Then, the grammatical shifts that were found in students' translations were classified on the table based on the types of grammatical shifts.

Because this study was qualitative data analysis, the researchers used the theory of the steps to analyze the data in the qualitative method proposed by Miles and Hubermand (1994), which the steps are data reduction, data display, and conclusion drawing and verification. First, the researcher chose the data that contain of translation shifts. Then, the data that had been collected by the researcher were classified based on the types of translation shift. In analyzing the grammatical shifts that found in students' translation result, the researcher used the theory of grammatical translation shifts proposed by Catford (1965); where there are two main kinds of grammatical shifts, level shift and category shift; which ctageory shift includes structure shift, class shift, unit / rank shift, and intra-system shift. After that, the result of the classification of the data was explained one by one in more detail explanation, in order to give more readable and understandable information about translation shifts.

**RESULTS AND DISCUSSIONS**

This section consists of the finding of the study about translation shift that found in 15 students' translation results. Two main translation shifts occur in students' translation after doing the analysis, such as level shift and category shift. The total shifts that found were 2537 shifts. The 2537 data is divided into 18.53 % data of level shift and 81.47 % data of category shift. The detail of total data can be seen on this Table.

**Table 1.** Types of Grammatical Shift Found in Students' Translation Results

|  | Level Shift | Category Shifts | | | |
|---|---|---|---|---|---|
|  |  | SS | CS | US/RS | ISS |
| Total | 470 | 636 | 170 | 731 | 530 |
| % | 18.53 | 25.07 | 6.70 | 28.81 | 20.89 |

Based on the data on the Table, 18.53 % of the data is classified on level shift. The category shift that found were 25.07 % data of structure shift, 6.70 % data of class shift, 28.81 % data consisted of unit shift and 20.89 % data was intra-system shift. The dominant translation shift that found in the students' translation result was unit shift / rank shift, that followed by structure shift, intra-system shift, level shift, and class shift.

**1. The Existence of Level Shift**

In this study, there were found some grammatical level shifts in the students' translation result. According to Catford (1965), level shift is a linguistics level in one language that translated into an equivalent translation in a different level of another language. The shift of level that was found in this study included some various level of language. One of the level shifts that occurred in the translation result was the difference of the grammatical rule of time. An example of a level shift could be seen on this data.

**(1) S.I.7**

**ST** : At the time he ¹**waswriting**, in the 16th and 17th centuries, the English language ²**was going through** a lot of changes and Shakespeare's creativity with language meant he ³**contributed** hundreds of new words and phrases that ⁴**are** still **used** today.

**TT** : *Pada waktu itu, dia ¹menulis, pada abad ke-16 dan ke-17, bahasa Inggris ²sedang melalui banyak perubahan dan kreativitas Shakespeare dengan bahasa membuat dia ³berkontribusi dengan ratusan kata-kata baru dan frasa-frasa yang masih ⁴digunakan hari ini.*

**BT** : At that time, he wrote, in the 16th and 17th centuries, the English language was going through many changes and Shakespeare's creativity with language led him (to) contribute with hundreds (of) new words and phrases that (are) still used today.

Based on the data, there were some level shifts that occurred, including the source text that used progressive form of past tense. Here in the data, the source text used 'was writing' (number 1) that the form is to be 'was' + progressive verb, while in Indonesian language, the student translated it into the word 'menulis' which did not explain the progressive form. Another example was 'was going though' (number 2) that translated into 'sedangmelalui'. It was the same case of progressive form, but in this example, the student translated it completely by the word 'sedang'. Based on the theory proposed by Catford (1965), this type of shift was included into the level shift, because of the change of level. In English language as the source language, progressive form is used to explain something or to declare an ongoing action during a certain time in the past. Meanwhile, Indonesian language, to explain the time of an ongoing action uses the word 'sedang'. Therefore, the data above included the translation shift in the level.

**(2) S.D.16**

**ST** : By Shakespeare's time, Modern English ¹**had developed**, printing ²**had been invented** and people had to start to agree on 'correct' spelling and vocabulary.

**TT** : *Pada masa Shakespeare, bahasaInggris modern ¹berkembang, percetakan ²telah ditemukan dan orang-orang harus mulai menyepakati ejaan dan kosa kata yang benar..*

**BT** : At the time of Shakespeare, modern English developed, printing had (been) found and people must start (to) agree correct spelling and vocabulary.

Other example of the level shift in students' translation results based on this data was the translation of the 'had developed' that was changed into 'berkembang' in the Indonesian language. This showed that in the English language, there was the use of past participle form that used to explain the past action. In this case, the word 'had' in the source text was not translated in the target text. As well as the next example, the student translated the phrase 'had been invented' in English into 'telah ditemukan' in the Indonesian language, the level shift was detected. The explanation of this example was the level change of the source language into the target language, where the word 'been' in the source language was not translated in the target text. Therefore, those examples are included in the level shift in translation.

**(3) S.C.35**

**ST** : **What do you think**?

**TT** : *Bagaimana pendapatmu?*

**BT** : How (is) your opinion?

The example above was also the example of level shift that found in the students' translation result. The shift was shown in the translation result at the target language that the level was changed. In the source language (English), the pattern of sentence was WH question + auxiliary + subject + verb, 'What do you think?'. However, in Indonesian language, the pattern was changed, such as WH question + noun, 'Bagaimana pendapatmu?'. Besides, the phrase 'you think' was translated into 'pendapatmu'. It showed that in the source language it became phrase, but in the target language it became word. This was the reason why this sentence was included in the translation shift, especially the level shift.

**2. The Existence of Catogory Shift**

This study also found some category shifts in the students' translation result. Category shift that proposed by Catford (1965), divided into four types, including structure shift, class shift, unit/rank shift, and intra-system shift. Based on the data on the Table 1, the dominant translation category shift that found in the students' translation result is Unit Shift / Rank Shift, that followed by Structure Shift, Intra-System Shift, and Class Shift.

**a) Structure Shift**

The structure shift, based on Catford (1965) is the change of grammatical structure. It means that the structure sentence, clasue or phrase in the English language is different with the structure sentence, clause or phrase in Indonesian language. This statement was in lined with the data that found in the students' translation result. There were 636 data that identified as the structure shift. One of the data was the example below.

**(4) S.O.1**

**ST** : What is **English Language Day**?

**TT** : *Apa itu **Hari Bahasa Inggris?***

**BT** : What is English Language Day?

Based on the data, the arrangement of the phrase 'English language day' in the source language was changed into '*hari Bahasa Inggris*' in the target language. The type of phrase of this phrase is noun phrase in English, where the three nouns were arranged into phrase. In Indonesian, this example of translation is equivalent because Indonesian language has different structure in arranging the word into an understandable sentence. Based on Akbari (2012), the rearrangement of the sentence, clause or phrase in one language to other language were caused structure shift in translation.

**(5) S.C.6**

**ST** : As well as being **the English language's most famous playwright**, Shakespeare also had a huge impact on modern-day English.

**TT** : *Selain menjadi **penulis naskah drama berbahasa Inggris yang paling terkenal**, Shakespeare juga memiliki pengaruh yang besar terhadap Bahasa Inggris Modern.*

**BT** : Beside being (the) most famous English language playwright, Shakespreare also have huge impact to modern English.

Another phrase that identified as the structure shift was the data above. 'The English language's most famous playwright' was the adjective phrase that contained of noun and adjective. The noun was 'English language' and 'playwright', while the adjective was 'most famous'. The structure of this phrase was determined, but it changed when translated into Indonesian language, becoming 'penulis naskah drama bahasa Inggris yang paling terkenal'. The

adjective word in the Indonesian language usually put on the last part. Therefore, this data included in the translation shift, especially structure shift.

In addition, Akbari (2012) said that the happening of the structure shift that could be dischanted the translators about the difference structure between the source language and the target language. Although the structure of sentence, clause, or phrase between the source language and the target language were different, it was still appointed as the equivalent translation. This was the reason why the translators had to learn about the two languages that translated, because of the difference of grammatical rules of those languages.

Class Shift

In this study, the class shift was found as much as 170 data (6.70 %) in the students' translation result. According to Catford (1965), the shift that change the class of word, such as noun to verb, or noun to adjective, or other class of word called by class shift. In translation, this could occur because the use of language based on one language and another language was different. The example was the sentence below that contained of class shift.

**(6) S.A.2**

**ST** : English **Language** Day was first celebrated in 2010, alongside Arabic **Language** Day, Chinese **Language** Day, French **Language** Day, Russian **Language** Day and Spanish **Language** Day.

**TT** : *Hari **berbahasa** Inggris dirayakan pertama kali pada tahun 2010, bersamaan dengan hari **berbahasa** Arab, hari **berbahasa** Mandarin, hari **berbahasa** Perancis, hari **berbahasa** Rusia, dan hari **berbahasa** Spanyol.*

**BT** : English language speaking day (was) celebrated first in 2010, coincide with Arabic language speaking day, Mandarin language speaking day, French language speaking day, Russian language speaking day, and Spanish language speaking day.

Based on the data, in the phrase 'English language day', the word 'language' included in the noun class in the source language. However, when the word was translated into the target language, it was changed into verb 'berbahasa' which the meaning was speaking in a language. This example was the translation shift in class shift. Besides, 'English language day' that translated into 'hari berbahasa Inggris' also included in the structure shift. In lined with Herman (2014), that said class shift occurs as a result of structural change. This is due to the class's logical dependence on the structure. Hence, it showed that there were the class shift and the relation between class shift and structure shift.

**(7) S.G.31**

**ST** : Are these variations **mistakes**?

**TT** : *Apakah variasi ini terdapat **salah**?*

**BT** : Is this variation wrong?

Another example of class shift that found in the students' translation result was the data above. The word 'mistakes' that classified as noun in the source language, was translated into 'salah' that classified as adjective in the target language. For the reason, based on Catford's theory (1965) class shift occurred in this data as noun changed class into adjective.

**(8) S.C.29**

**ST** : As a result, language **use** is starting to change.

**TT** : *Hasilnya, bahasa yang **digunakan** mulai berubah.*

**BT** : Its result, language which (is) used starts to change.

This example was classified as the class shift in the students translation result. In the source language, the word 'use' in English language had a class as a noun word. Meanwhile, the translation in Indonesian language as the target language, the word 'digunakan' functions as an adjective word that explains the word 'bahasa' as the noun word. Therefore, it was proven that class shift was applied in this data.

**b) Unit / Rank Shift**

Unit or rank shift was found as much as 28.81 % or 731 data from all the grammatical shifts that found in this study. According to

Herman (2014), unit shift happens when there was the difference between the unit of one rank in the source language and the unit in the target language. For example, in this study, unit shift was found whether it the change from the word to phrase or the phrase to the word. As the example below:

**(9) S.C.5**

**ST** : This day was chosen because it is thought to be Shakespeare's **birthday**, and the anniversary of his death.

**TT** : *Hari tersebut dipilih karena disinyalir merupakan **hari ulang tahun** dan hari kematian Shakespeare.*

**BT** : That day (was) chosen because (it) allegedly (was) Shakespeare's birthday and death day.

Based on this example, as generally known, 'birthday' was the word in the English language. In this translation, that word was translated into 'hari ulang tahun' in the Indonesian language which is a noun phrase. The changing of the word into the phrase was known as rank shift. It showed that a word in the source language became more than one word (phrase) in the target language, which it can be called by translation low level to a higher level. It could be equivalent translation, because every language has different term of something. In English, we called 'birthday' as one word, while in Indonesian language, we called 'hari ulang tahun' which had more than one word. Therefore, this example included in the rank shift.

**(10) S.C.10**

**ST** : The[1]**origins** of [2]**English**.

**TT** : [1]*Asal mula*[2]*Bahasa Inggris.*

**BT** : The origin (of) English.

Another example of rank shift was found in this example. Here, the word 'origins' (number 1) in the source language, was translated into the phrase 'asal mula' (number 1) in the target language. In the other hand, the word 'English' (number 2) was translated into 'bahasa Inggris' (number 2) in the example of translation above.Those examples included into the grammatical shift of rank shift, because the facts showed higher rank shifts occurred in the data above. The rank shift was the changing of words into the phrases.

**(11) S.B.29**

**ST** : **As a result**, language use is starting to change.

**TT** : ***Alhasil,*** *penggunaan bahasa mulai berubah.*

**BT** : (As a) result, (the) use (of) language starts to change.

In addition, the example above was included in the unit shift. It proven that in the source language, 'as a result' was phrase, and this phrase was changed into the word in the target language, 'alhasil'. Therefore, this data was identified as unit shift. Different from the previous examples, this was unit shift, where the change of shift was from the high level into the lower level. This was in lined with the statement of Herman (2014) that the shift can occur from a lower to a higher level or from a higher to a lower level, depended on the variations in the degree of significance element in various concepts based on the different languages. Therefore, the unit or rank shift was required in the translation as theadjustment between the source language and the target language.

**c) Intra-System Shift**

The last type of translation shift that found in this study was intra-system shift. This shift occurred as much as 20.89 % of whole data or it was about 530 data of 2537 data.Based on Catford (1965) cited by Ekasani, et al. (2018), intra-system shift means the shift from formal agreement in the source language has a different correspondence system in the target language for gaining the equivalent translation. In this shift,although the target language text contained a similar system in the source text, the intra-system shift was carried out in the target language text for the reasons of acceptability. As the example of intra-system shift was when the source language had plural word, however in the target language, the word was changed into singular word. For the example was in this sentence below.

**(12) S.B.23**

**ST** : [1]**People** from all over the world were using English to talk and write about justice, equality, freedom, and identity from their own [2]**perspectives**.

TT : [1]***Orang dari berbagai belahan dunia telah menggunakan bahasa Inggris untuk berbiacara dan menulis tentang hukum, kesetaraan, kebebasan dan identitas dari*** [2]***perspektif** mereka sendiri*

BT : Person from various part (of) world has used English language to speak and write about law, equality, freedom and identity of their own perspective.

Based on the data above, the word 'people' and 'perspectives' in the source language means more than one person and one perspective, which namely plural word. Meanwhile, in the target language, these words were translated into singular word, which mean only one thing. The translation of 'people' became 'orang' and 'perspectives' changed into 'perspektif' in the target language. In Indonesian, the word 'orang' that was singular word had represented plural noun because of the following information 'dari berbagai belahan dunia'. Indonesian people would get the information that the person must more than one person. Therefore, this case could be identified as the intra-system shift from plural into singular noun.

On the other hand, the explanation of the word 'perspectives' changed into 'perspektif' in the target language, because of the word 'mereka' followed after it. The word 'mereka' in Indonesian language was plural pronoun. Hence, this case was very reasonable for not using reduplication of 'perspektif', because it had been explained by the plural noun 'mereka'.

Therefore, those examples above were included into intra-system shift, because the different correspondence system between the source language and the target language. Another example was in the sentence below.

**(13) S.H.33**

ST : 'International English' refers to the English that is used and developed by everyone in the world, and doesn't just belong to **native speakers**.

TT : *Bahasa Inggris Internasional merujuk pada Bahasa Inggris yang digunakan dan diperoleh dari setiap orang di dunia dan tidak hanya untuk **penutur asli**.*

BT : International English language refer(s) to (the) English language that (is) used and obtained from every person in (the) world and (did) not only for native speaker.

In the data above, the intra-system shift occurred on the phrase 'native speakers' that translated into 'penutur asli'. In the source language this was included plural phrase because of the additional –s in the end of word. However, the translation in Indonesian language became a singular phrase. This case included the intra-system shift in translation because of the change of context between the source language and the target language. As Herman (2014) said that the fact that every language has their system which can differ significantly from the terms that available in another language system. Therefore, this intra-system shift that found in the study was the normal case that happened in order to set the system based on both languages.

The explanation above were the result and discussion of this study that concerned about grammatical shift in translation done by the 5th semester of English Education Department students at Universitas Islam Negeri Walisongo Semarang. The result showed of this study that grammatical shift could occur in students' translation result. The shift of level could occur in the translation because of the grammatical rules between the source language and the target language had differences. Then, structure shift could create a suitable arrangement in the translated text that would help the reader understand the content. Category shift could modify the word class in the target text to suit the features of the target language. Unit/rank shift could occur in translation because of the provision of the target language that had been determined. Intra-system shift could occur when the target language text contained additional information to match the message of the source language text. Therefore, this study can be used to increase the knowledge about translation shift for the learners and the lecturers.

**CONCLUSION**

This study set out to conduct the grammatical shift in the translation of English – Indonesian essay text done by 15 students in

English Education Department at Universitas Islam Negeri Walisongo Semarang. Based on the data that found in this study, there were grammatical shift in the students' translation result. The major shift divided into level shift and category shift. The dominant shift that found was unit / rank shift.The occurance of translation shift can make the translators realize that there are the difference between the source text and the target text. Translation is not only about transferring the meaning, but also rendering the information, conveying the intention message of the source text in acceptable and understandable manner. Therefore, learning about translation shift deeply will make the translators or the learners understand about translation well.

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