CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter explains the analysis of the data in order to find the results of this study and its discussion. Therefore, it can answer the research questions about category shifts in translation of complex sentences.

4.1 Findings

As mentioned in the previous chapter the data was taken from two bilingual books entitled *Ms Wiz Spells Trouble(Ms Wiz Berarti Masalah)* and *In Stitches with Ms Wiz (Tertawa Bersama Ms Wiz)* written by Terence Blacker. Firstly the writer did critical reading in English and Indonesian versions of the books in order to get a brief direction toward what object that was analyzed. Second, the researcher separated complex sentences found in the two books. Third, the researcher investigated what kind of category shifts used. Forth, the complex sentences were analyzed in order to find class shift proposed by Catford. And the last, the results of data were calculated.

A shift according to Newmark (1988:85) is a translation procedure involving a change in the grammar from SL to TL. By shifts Catford (1965:73) means departures from formal correspondence in the process of going from the SL to the TL. Two major types of shift occur: level shift and category shift. Level shifts are the shifts where the SL item at one linguistic level (e.g. grammar) has a TL equivalent at a different level (e.g. lexis). Translation equivalence may occur between sentences, clauses, groups, words and (though rarely) morphemes. Category shifts are departures

from formal correspondence in translation. A formal correspondent is any category (unit, class, structure, element of structure, etc.) which can be said to occupy, as nearly as possible, the 'same' place in the economy of the TL as the given SL category occupies in the SL. Meanwhile Vinay (1995) mentions that there are two kinds of shifts, the first is obligatory and the second is optional shifts. Obligatory shifts are used when the source language has different grammatical structure with the target language.

The researcher found 200 complex sentences on the original book. From those complex sentences, there are 115 adverbial clauses, 62 adjective clauses, and 46 noun clauses. The researcher also found 149 category shifts. They had been classified into 11 structure shifts (7.38%), 29 rank shifts (19.46%), 5 intra system shifts (3.36%) and 104 class shifts (69.80%).

The distribution of the types of category shifts that had been analyzed was stated in the following table:

Table 4.1.1 Types of Category Shifts

No	Types of Category Shifts	Frequencies	Percentages
1	Structure	11	7.38%
2	Rank	29	19.46%
3	Class	104	69.80%
4	Intra system	5	3.36%
	Total	149	100%

From the table above, it was found that class shift as one of category shift was mostly used in the *Ms Wiz Spells Trouble (Ms Wiz Berarti Masalah)* and *In Stitches with Ms Wiz (Tertawa Bersama Ms Wiz).*

Category-shifts are subdivided into four kinds, namely: (1) Structure-shifts; (2) Class-shifts; (3) Unit-shifts (rank-changes); and (4) Intra-system shifts. Structure shifts are the shifts, which involve a grammatical change between the structure of the SL and the TL. Class shifts are the shifts that occur when the translation equivalent of a SL item is a member of a different class from the original item. Unit shifts occur when a unit at one rank in the SL is translated into a different rank in the TL. Intra system occur when the shift occurs internally, within a system; that is, for those cases where SL and TL possess system which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system.

After doing investigation of category shift, this study also conducted the analysis about class shift in *Ms Wiz Spells Trouble (Ms Wiz Berarti Masalah)* and In Stitches with Ms Wiz *(Tertawa Bersama Ms Wiz).* The calculation of class shift is shown in the following table:

Table 4.1.2 Types of Class Shifts

No	Class Shifts	Frequencies	Percentages
1	SL Adj, TL V	15	14.42%

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2	SL Adj + N, TL N + N	11	10.58%
3	SL V + TL Adj	5	3.35%
4	SL V, TL N	7	6.73%
5	SL V, TL Prep	2	1.92%
6	SL Prep, TL V	7	6.73%
7	SL Prep + N, TL Adv	1	0.96%
8	SL N, TL V	30	28.85%
9	SL Adj, TL Adj + V	1	0.96%
10	SL N, TL Prep	1	0.96%
11	SL Adj, TL N	3	2.88%
12	SL Adv, TL Adj	3	2.88%
13	SL V + Prep, TL V	2	1.92%
14	SL V + N, TL V	1	0.96%
15	SL N, TL Adj	4	3.85%
16	SL Prep + N, TL V	2	1.92%
17	SL Prep, TL Conj	1	0.96%
18	SL V + Adj, TL Adj	1	0.96%
19	SL Adj, TL V + Adj	2	1.92%
20	SL Adv, TL V	2	1.92%
21	SL Prep, TL N	1	0.96%
22	SL Adj, TL Adv	1	0.96%

23	SL Adj + N, TL V	1	0.96%
	Total	104	100%

4.2 Discussions

As stated in the previous chapter, the writer employed descriptive method to reach the aims of the study. Therefore, the writer allowed elaborating the collected data. In this sub-chapter, the collected data will be analyzed based on the research questions formulated in the first chapter. The writer presents the analysis of the findings. Here is the analysis:

4.2.1 The Data and Data Analysis Category Shift

The analysis of each type of category shift was explained in the following explanation:

4.2.1.1 Structure Shift

Structure shifts are the shifts, which involve a grammatical change between the structure of the SL and that of TL. There are 11 items (7.38%) of these shifts.

- SL = That was because <u>Miss Jones picked all the wimps</u>," explained Jack.

- TL = Itu karena <u>pemain yang dipilih Miss Jones pengecut semua</u>," Jack

    menjelaskan.

- SL = She was pretending to look at Tom, the boy with grommets, <u>but Jack could</u>
<u>tell that she was up to something from the quiet humming noise that was</u>
<u>coming from her direction.</u>

- TL = Ms Wiz pura-pura menengok Tom, anak yang memakai slang kecil di kedua
telinganya. <u>Tapi dengungan pelan yang berasal dari arah Ms Wiz</u>
<u>memberitahu Jack bahwa dokter itu merencanakan sesuatu.</u>

- SL = "That's just great, thought Jack, <mark>as he</mark> was wheeled off <u>once again.</u>

- TL = Hebat sekali, pikir Jack, sementara dirinya <u>sekali lagi</u> didorong di atas
brankar.

- SL = Whatever <u>he asked them to do</u>, they did the opposite.

- TL = Apapun <u>tugas yang ia berikan pada mereka</u>, mereka malah mengerjakan yang
sebaliknya.

Those sentences above contained structure shift because the translator altered the position of its parts. In example 1, the translator changed the active sentence to be passive. Hence, position of the subject is changed. In example 2, the translator wanted to make the sentence easier to understand, because if it was translated literally, the translation will be awkward. In sentence 3, the translator changed the position of adverbial phrase. In source language, he put it in the end of the sentence meanwhile in target language, he prefer to put it before verb. I think he should do it to make the sentence more natural in target language. In sentence 4, the author also changed the active sentence to be passive.

4.2.1.2 Unit Shift

Unit shift occur when a unit at one rank in the SL is translated into a different rank in the TL. There are 29 (19.46%) rank shifts in the complex sentences.

- SL = She was pretending to look at Tom, the boy with grommets, <u>but Jack could tell that she was up to something from the quiet humming noise that was coming from her direction.</u>

- TL = Ms Wiz pura-pura menengok Tom, anak yang memakai slang kecil di kedua telinganya. <u>Tapi dengungan pelan yang berasal dari arah Ms Wiz memberitahu Jack bahwa dokter itu merencanakan sesuatu.</u>

- SL = Katrina actually gave a little <u>curtesy</u> to the Lady Mayorees as she was presented with her award.

- TL = Katrina <u>membungkuk hormat</u> kepada Bu Wali Kota, ketika wanita itu menyerahkan penghargaannya.

- SL = It <u>took place</u> on the last day before the holidays and everybody was there.

- TL = Acara itu <u>berlangsung</u> pada hari terakhir sebelum liburan dan semua orang hadir disana.

The sentences above contained rank shift because the translator translated units at one rank in the SL into different rank in the TL. In sentence 1, he translated clause in source language into sentence in target language. In example 2, he translated word in source language into phrase in target language. In sentence 3, he translated phrase in source language into word in target language.

4.2.1.3 Class Shift

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Class shifts are the shifts that occur when the translation equivalent of a SL item is a member of a different class from the original item. There were 104 (69.80%) class shift.

- SL = I wonder what you think she was.

- TL = Aku ingin tahu apa pendapatmu tentang dia.

- SL = "And what do you suggest Caroline?" asked Ms Wiz whose normally pale face was now quite red.

- TL = "Apa usulmu, Caroline?" Tanya Ms Wiz, wajahnya yang biasanya pucat sekarang tampak kemerahan.

- SL = Playing as if he were under a spell, he scored three goals to give Class Three a great 3-2 victory.

- TL = Seolah-olah dirinya disihir, ia menyarangkan tiga gol dan mempersembahkan kemenangan 3-2 yang fantastis bagi Kelas Tiga.

- SL = Moments later, the two teachers were watching in amazement as Jack struggled to give Archie the correct answer.

- TL = Beberapa saat kemudian, kedua guru itu dengan terpana menyaksikan Jack memeras otak untuk memberi Archie jawaban yang benar.

- SL = Ms Wiz was not often angry but when, a few days after Parent's evening, Mr. Gilbert brought a School Inspector from the Town Hall into the classroom, there was an unusual sharpness in her tone when she addressed the class.

- TL = Beberapa hari setelah Malam Orangtua, Mr Gilbert membawa Penilik sekolah dari kantor Wali Kota ke dalam Kelas Tiga. Ms Wiz sedang marah, namun nada suaranya terdengar <u>tajam</u> ketika ia berbicara kepada murid-muridnya.

- SL = As soon as their new teacher walked <u>into</u> the classroom on the first day of term, the children of Class Three sensed that there was something different about her.

- TL = Begitu guru baru mereka berjalan <u>memasuki</u> kelas pada hari pertama kuartal itu, anak-anak Kelas Tiga sudah merasa ada sesuatu yang berbeda pada diri guru itu.

The sentences above contained class shift because there were some words which were translated into different class of the source language version. In some cases the translator used shift when a grammatical structure of source language did not exist in the target language. In other cases, the translator used shift in order to make the sentence clear and understandable. In example one until five, the translator changed class shift in order to make the sentences easier to understand. Meanwhile in example six, he changed class shift because the grammatical structure of source language did not exist in target language.

4.2.1.4 Intra System Shift

Intra system occur when the shift occurs internally, within a system; that is, for those cases where SL and TL possess system which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system.

- SL = "Please close your <u>eyes</u> while I cast the spells," she said.

- TL = "Tolong pejamkan <u>mata</u> kalian sementara aku merapalkan mantranya," ia

  berkata.

- SL = It was then that Herbert decided the chimney was moving around rather too

  much for comfort-and made for the safety of the School Inspector's

  <u>underpants</u>**.**

- TL = Ketika itulah Herbert memutuskan bahwa cerobong asapnya terlalu banyak

  bergerak sehingga tidak nyaman lagi untuk dipanjat. Ia pun bergegas mencari

  tempat yang aman dan menuju <u>celana dalam</u> Penilik Sekolah.

- SL = Relieved that the earthquake had passed, Herbert emerged nervously from the

  School Inspector's <u>trousers</u> on the classroom floor.

- TL = Lega karena gempa bumi telah berlalu, Herbert dengan gugup muncul dari

  balik <u>celana panjang</u> Penilik Sekolah yang tergeletak di lantai kelas.

Examples of a system in grammar might be the number system
(Singular/plural) of many languages. In English, eyes and underpants were
considered plural, whereas in Indonesia, mata and celana were considered as singular.

4.2.2 The Data and Data Analysis of Class Shifts

The analysis of each class shift was stated in the following explanation:

4.2.2.1 SL Adj, TL V

There are 15 items (14.42%) of this kind of class shifts.

- SL = Yes, it's almost <u>certain</u> that none of them-not Mr. Gilbert, the head teacher,

  who liked to pick his nose during Assembly, not Mrs. Hicks who talked to her

teddies in class, not Miss Gomaz who smoked cigarettes in the lavatory-none
of them was quite as odd as Class Three's new teacher.

- TL = Meski begitu, nyaris bisa <u>dipastikan</u> tak satu pun dari mereka-tidak juga Mr.
Gilbert, sang kepala sekolah yang suka mengupil selama apel pagi, tidak juga
Mrs. Hicks, yang bicara dengan boneka-boneka beruangnya di kelas, juga
tidak Miss Gomaz yang merokok di WC-tak seorangpun dari mereka seaneh
guru baru Kelas Tiga.

- SL = On the platform in the School Hall sat Mr. Gilbert, the School Inspector, all
the teachers and the Lady Mayoress, a large, <u>impressive</u> woman who was
wearing a large, <u>impressive</u> hat.

- TL = Di atas podium aula sekolah, duduklah Mr Gilbert, Penilik Sekolah, semua
guru, dan Bu Wali kota, seorang wanita gemuk dan <u>mengesankan</u>, yang
mengenakan topi lebar <u>mengesankan</u>.

- SL = As soon as their new teacher walked into the classroom on the first day of
term, the children of Class Three sensed that there was something <u>different</u>
about her.

- TL =Begitu guru baru mereka berjalan memasuki kelas pada hari pertama kuartal
itu, anak-anak Kelas Tiga sudah merasa ada sesuatu yang <u>berbeda</u> pada diri
guru itu.

The sentences above contained class shifts because the translator altered
adjective in source language into verb in target language**.** Actually this type of class

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shift was not obligatory to do, in the sentences above the author wanted to make natural translation.

4.2.2.2 SL Adj + N, TL N + N

There are 11 items (10.58%) of this kind of class shifts.

- SL = Yes, I'm afraid she is a bit odd sighed the Head Teacher , Mr. Gilbert, as he took tea one morning with Miss Gomaz and Mrs. Hicks in the Staff Common Room.

- TL = Ya, aku khawatir dia memang agak aneh, desah kepala sekolah, Mr. Gilbert, ketika pada suatu pagi ia minum teh bersama Miss Gomaz and Mrs. Hicks di ruang istirahat.

- SL = They never heard about the nature lesson when the class met Herbert, a pet rat that Ms Wiz kept up her sleeve.

- TL = Mereka tidak pernah mendengar tentang tentang pelajaran IPA, ketika Kelas Tiga bertemu Herbert, tikus peliharaan yang disimpan Ms Wiz di lengan bajunya.

- SL = It was during an art lesson that Class Three were fist given an idea where Ms Wiz came from.

- TL = Pada saat pelajaran kesenianlah Kelas Tiga pertama kali mendapat petunjuk tentang darimana Ms Wiz berasal.

In the sentences above, the translator altered adjective + noun in source language into noun + noun in target language. I believed the class shifts were

obligatory to do because there were different grammatical structure between source language and target language so the translatorr had to change class shift in order to make accurate translation.

4.2.2.3 SL V + TL Adj

There are 5 items (3.35%) of this kind of class shifts.

- SL = "Not as silly as Ms," muttered Katrina, who <u>liked</u> to find fault wherever possible.
- TL = "Tidak sekonyol Ms," gumam Katrina, yang <u>senang</u> mencari-cari kesalahan kapan saja mungkin.
- SL = It's embarrassing, that's what it is," <u>agreed</u> Miss Gomaz.
- TL = "Tingkahnya memang memalukan," Miss Gomaz <u>setuju</u>.

In the sentences above, verb in source language were changed into adjective in target language. It was not an obligatory for the translator to do this kind of class shift but he supposed to transfer the intended meaning of the SL text into TL text.

4.2.2.4 SL V, TL N

There are 7 items (6.73%) of this kind of class shifts.

- SL = I wonder what you <u>think</u> she was.
- TL = Aku ingin tahu apa <u>pendapatmu</u> tentang dia.
- SL = "And what do you <u>suggest</u> Caroline?" asked Ms Wiz whose normally pale face was now quite red.
- TL = "Apa <u>usulmu</u>, Caroline?" Tanya Ms Wiz, wajahnya yang biasanya pucat sekarang tampak kemerahan.

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In the sentences above, verb in source language were changed into noun in target language. Actually, this type of class shift was not obligatory to do. In the first example, the translator has chosen to change the class in order to make the sentence natural. In the second example, the translator wanted to make the sentence simpler.

4.2.2.5 SL V, TL Prep

There are 2 items (1.92%) of this kind of class shifts.

- SL = I wonder what you think she <u>was</u>.

- TL = Aku ingin tahu apa pendapatmu <u>tentang</u> dia.

In the sentence above, verb in source language was changed into preposition in target language. This kind of class shift was not obligatory to do but I suggested that the translator aimed to get natural translation.

4.2.2.6 SL Prep, TL V

There are 7 items (6.73%) of this kind of class shifts.

- SL = Relieved that the earthquake had passed, Herbert emerged nervously from the
  School Inspector's trousers <u>on</u> the classroom floor.

- TL = Lega karena gempa bumi telah berlalu, Herbert dengan gugup muncul dari
  balik celana panjang Penilik Sekolah yang <u>tergeletak</u> di lantai kelas.

- SL = His first time <u>in</u> hospital and his father had driven into a bus while chasing the
  ambulance.

- TL = Pertama kalinya ia <u>masuk</u> rumah sakit, dan ayahnya menabrak bus selagi
  mengejar ambulans.

The sentences above contained class shifts because the translator altered preposition in source language into verb in target language. It was not obligatory to do. The translator supposed to transfer the intended meaning of source language into target language accurately.

4.2.2.7 SL Prep + N, TL Adv

There is 1 item (0.96%) of this kind of class shift.

- SL = She looked as if she were <u>on her way</u> to a disco, not teaching at a school.

- TL = Ia seperti <u>mau</u> ke disko, bukannya mengajar di sekolah

In the sentences above, preposition + noun in source language was changed into adverb in target language. It was not obligatory to do but I believed the author should do this class shift because if it was translated literally, it would be awkward.

4.2.2.8 SL N, TL V

There are 30 items (28.85%) of this kind of class shifts.

- SL = It had a <u>reputation</u> for being difficult and noisy, for having what was called a "disruptive element".

- TL = Kelas itu <u>terkenal</u> susah diatur dan berisik karena di dalamnya ada para pembuat onar.

- SL = They never heard how Jack's desk moved to the front of the class all by itself when Hecate spotted him <u>talking</u> at he back.

- TL = Mereka tak pernah mendengar bagaimana meja Jack bergerak sendiri ke muka kelas, ketika Hecate melihat anak itu <u>mengobrol</u> di belakang.

- SL = It's <u>embarrassing</u>, that's what it is," agreed Miss Gomaz.

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- TL = "Tingkahnya memang <u>memalukan</u>," Miss Gomaz setuju.

- SL = They were just pressing their noses to the window-pane to get a closer <u>look</u> when Ms Wiz glanced up.

- TL = Mereka baru saja menekankan hidung mereka di kaca jendela supaya bisa <u>melihat</u> lebih jelas ketika Ms Wiz menengadah.

- SL = <u>Asking</u> us questions about this and that when his mother and I are trying to watch telly.

- TL = <u>Menanyakan</u> ini itu pada saat saya dan ibunya mencoba menonton televisi.

In the sentences above, noun in source language were changed into verb in target language. This kind of class shift was not obligatory to do. The changes were aimed at producing natural translation.

4.2.2.9 SL Adj, TL Adj + V

There is 1 item (0.96%) of this kind of class shift.

- SL = It had a reputation for being <u>difficult</u> and noisy, for having what was called a "disruptive element".

- TL = Kelas itu terkenal <u>susah diatur</u> dan berisik karena di dalamnya ada para pembuat onar.

In the sentences above, adjective in source language was changed into adjective + verb in target language. This kind of class shift was not obligatory to do. The writer believed that the translator should do the class shift in order to transfer the meaning accurately.

4.2.2.10 SL N, TL Prep

There is 1 item (0.96%) of this kind of class shift.

- SL = It had a reputation for being difficult and noisy, for <u>having</u> what was called a "disruptive element".

- TL = Kelas itu terkenal susah diatur dan berisik karena <u>di dalamnya</u> ada para pembuat onar.

In the sentences above, noun in source language was changed into preposition in target language. It was not obligatory to do but the translator wanted to make the translation easier to understand by the readers.

4.2.2.11 SL Adj, TL N

There are 3 items (2.88%) of this kind of class shifts.

- SL = He had always thought that he would like to be a fireman or policeman one day so that he could break the <u>speed</u> limit whenever he felt like it.

- TL = Ia selalu berpikir, suatu hari dirinya akan menjadi pedamam kebakaran atau polisi, sehingga ia bisa melanggar batas <u>kecepatan</u>.

In the sentences above, adjective in source language was changed into noun in target language. This kind of class shift was not obligatory to do. The translator aimed to transfer the meaning accurately.

4.2.2.12 SL Adv, TL Adj

There are 3 items (2.88%) of this kind of class shifts.

- SL = It was Podge, who was probably the most annoying and <u>certainly</u> the greediest boy in the class.

- TL = Namanya Podge, dan ia kemungkinan adalah anak laki-laki paling

menyebalkan dan <u>jelas</u> paling rakus di kelas.

In the sentences above, adverb in source language was changed into adjective

in target language. This kind of class shifts was not obligatory to do. I suggested that

the translator aimed at making natural translation.

4.2.2.13 SL V + Prep, TL V

There are 2 items (1.92%) of this kind of class shifts.

- SL = Ms Wiz <u>reached inside</u> a big leather bag that she had placed beside her desk.

- TL = Ms Wiz <u>merogoh</u> tas kulit besar yang diletakkannya di samping mejanya.

In the sentences above, verb + preposition in source language was changed

into verb in target language. It was not obligatory to do. The writer thought that the

translator should do the class shift in order to transfer the meaning accurately.

4.2.2.14 SL SL V + N, TL V

There is 1 item (0.96%) of this kind of class shift.

- SL = So no one-not even parents or other children at the school - <u>had any idea</u> of

strange things that happened to Class Three.

- TL = Jadi tak seorangpun - bahkan orang tua ataupun anak lain di sekolah-<u>tahu</u>

tentang kejadian-kejadian aneh yang terjadi pada anak-anak kelas Tiga.

In the sentences above, verb + noun in source language was changed into

verb in target language. This kind of class shift was not obligatory to do. I suggested

the translator wanted to simplify the sentence without changing its meaning.

4.2.2.15 SL N, TL Adj

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There are 4 items (3.85%) of this kind of class shifts.

- SL = It was heading several feet wide of the Brackenhurst goal when, to everyone
  <u>astonishment</u>, the ball changed direction and, as if it had a life of its own, flew
  into the back of the net.

- TL = Bola tengah melesat beberapa meter dari gawang Brackenhurst ketika
  <u>anehnya</u>, bola itu berubah arah dan seolah2 hidup, terbang lagi ke dalam
  gawang.

In the sentences above, noun in source language was changed into adjective in target language. It was not obligatory to do. The translator aimed at transferring the meaning accurately.

4.2.2.16 SL Prep + N, TL V

There are 2 items (1.92%) of this kind of class shifts.

- SL = "I must remember to keep my spells <u>under control</u>," she said to herself as she
  waited for the first parent to arrive.

- TL = "Aku harus ingat untuk menjaga agar mantra-mantraku tetap <u>terkendali</u>," ia
  berkata pada diri sendirinya sendiri sementara emnunggu orang tua pertama
  tiba.

In the sentences above, preposition + noun in source language was changed into verb in target language. This kind of class shift was not obligatory to do. I believed that the translator supposed to transfer the intended meaning of source language into target language.

4.2.2.17 SL Prep, TL Conj

There is 1 item (0.96%) of this kind of class shift.

- SL = They were just pressing their noses to the window-pane <u>to</u> get a closer look when Ms Wiz glanced up.

- TL = Mereka baru saja menekankan hidung mereka di kaca jendela <u>supaya</u> bisa melihat lebih jelas ketika Ms Wiz menengadah.

In the sentences above, preposition in source language was changed into conjunction in target language. This kind of class shift was not obligatory to do. The translator aimed at producing natural translation, if the sentence was translated literally, it would be awkward.

4.2.2.18 SL V + Adj, TL Adj

There is 1 item (0.96%) of this kind of class shift.

- SL = You'll never <u>get well</u> if you don't eat.

- TL = Mana bisa <u>sembuh</u> kalau kau tidak makan.

In the sentences above, verb + adjective in source language was changed into adjective in target language. This kind of class shift was not obligatory to do. I believed that the translator wanted to make it natural.

4.2.2.19 SL Adj, TL V + Adj

There are 2 items (1.92%) of this kind of class shifts.

"I'm Harris," said a <u>large</u> man in a suit, who was the first parent to arrive.

"Saya Harris," kata seorang pria <u>berperawakan besar</u> yang mengenakan jas.

In the sentences above, adjective in source language was changed into verb + adjective in target language. Actually this kind of class shift was not obligatory. The translator did the change in order to make the translation easier to understand.

4.2.2.20 SL Adv, TL V

There are 2 items (1.92%) of this kind of class shifts.

- SL = She was halfway across the ward when Herbert decided to put his head out for quick look around.

- TL= Ia sudah setengah jalan menyeberangi bangsal, ketika Herbert memutuskan untuk melongok keluar sebentar.

In the sentences above, adverb in source language was changed into verb in target language. This kind of class shift was not obligatory. I believed that the translator changed the class shift in order to make the sentence easier to understand.

4.2.2.21 SL Prep, TL N

There is 1 item (0.96%) of this kind of class shift.

- SL = "You remember that pain he had, sir-in maths?"

- TL = "Anda ingat sakit yang dirasakannya, sir…sewaktu pelajaran matematika?"

In the sentences above, preposition in source language was changed into noun in target language. This kind of class shift was not obligatory to do. I believed the translator did not need to change the class shift. "In" can be translated as "pada". But it is no problem if the translator wants to use shift as far as it do not change the meaning.

4.2.2.22 SL Adj, TL Adv

There is 1 item (0.96%) of this kind of class shift.

- SL = What's more, you're never around when <u>real</u> medical work is needed.

- TL = Terlebih lagi, Anda tidak pernah ada ketika tindakan medis yang <u>sesungguhnya</u> harus dilakukan.

In the sentences above, adjective in source language was changed into adverb in target language. This kind of class shift was not obligatory. I believed that the translator changed the class shift in order to make the sentence easier to understand.

4.2.2.23 SL Adj + N, TL V

There is 1 item (0.96%) of this kind of class shift.

- SL = When he opened them, Mr Bailey was chewing with a slightly <u>pained smile.</u>

- TL = Ketika ia membuka mata lagi, Mr Bailey tengah mengunyah sambil <u>meringis</u> sedikit.

In the sentences above, adjective + noun in source language was changed into verb in target language. This kind of class shift was not obligatory. The translator supposed to transfer the intended meaning of source language into target language accurately.

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