1.1 Background of the Analysis

There are some acceptable definitions which describe what translation is. Hornby (2000: 1382) defines that translation is the process of changing something that is written or spoken into another language while Hartley (1982:186) says that translation can never be more than approximation to the original message and Larson (1984:1) explains that translation is basically a change of form.

From the three definitions above we may conclude that translation is a process of changing the form of the source language into the target language as well as possible so that the final result will approximate the form of the source language while the meaning is constant. That is why translation is not an easy process. To do this process well needs a qualified translator who knows both the target language (TL) and the source language (SL). The translator must be able to transform the structure of SL to the appropriate structure of TL. Finlay (in Simatupang, 1999:20) stated, “Ideally, a translation should have a sense of the original in such a way that the reader is unaware that he is reading a translation.” It means that a translator should make a reader of the translation not feel that he is reading a translation.

Since there are no two languages are identical, either in the meaning or in the structures (Nida 1964) (in Venuti 200:126) it can be said that there can be no absolute correspondence between languages. As Baker (1992:86) stated that differences in the grammatical structures of the source and target languages often result some changes in the information contained the message during the process.
of translation. It means there can be no fully exact translations. The maximum result of a translation may be reasonably close to the original, but there can be no identical in detail. However, a translator is hoped to be able to adjust the structure of SL to the appropriate structure in TL and to produce a natural translation which communicate as much as possible to the TL that was understood by the speakers of the SL.

_Bahasa Indonesia_ and English have different grammatical structure. This fact causes some difficulties for translators to find the same equivalent and the exact structure in TL, in their effort to convey the message from SL to TL. Such condition forces the translator to shift from one unit to the other unit in the grammatical hierarchy so that the translation could be natural and communicative. As Catford (1965:20) stated that when the two concepts diverge, a translation shift is deemed to have occurred.

Grammar is a description of the structure of a language and the way in which linguistic unit, such as words and phrases are combined to produce sentences in the language (Richards 1985:125). English grammar has units; they are sentence, clause, phrase, word and morpheme. _Bahasa Indonesia_ grammar also has units; they are morpheme, word, phrase, clause and sentence. As what Machali (2000:20) says, “_Dalam tata bahasa, kita mengenali adanya hierarki lima satuan bahasa: kalimat, klausa, frase, kata, dan morfem_.” (_Bahasa Indonesia_ grammar has units; they are sentence, clause, phrase, word and morpheme.) The lowest level of the grammatical units is called morpheme, it is the smallest meaningful unit in a language. After the morpheme is word, and then phrase, and above the phrase is clause and then at the highest level is sentence.
Since English and *Bahasa Indonesia* have different structures, it is very possible that a unit at one level in the SL is shifted to a unit at different level in the TL. For example, the word-level in SL must be translated to the clause-level in TL, or vice versa. The shifts may occur either up or down level. It means an SL unit can be substituted either by a higher or lower level in TL unit. Such shifts are known as grammatical unit shift.

Grammatical unit shift is one of the translation procedures which is introduced by Catford. Catford (1965: 79) stated that by unit shift we mean changes of rank that is departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL. For example: *these days* is translated into *sekarang* (from phrase to word). The grammatical unit shifts are done because an idea or expression which is usually conveyed in word level in SL, for example, must be conveyed in phrase level in TL or vice versa. If the translator does not do the shifts, then he/she preserves the form of the SL, the result of the translation might not be good, rigid/inflexible and make the readers confused or even the translation would lead them to the wrong understanding.

The fact that the translator faces the condition that forces him/her to make shifts, especially shift in the grammatical units or hierarchy units of language to keep the meaning constant so that the message can be conveyed naturally and communicatively makes the writer interested in analyzing the grammatical unit shift which usually occurs in the translation from English into *Bahasa Indonesia*.

The writer found some grammatical unit shifts from the novel of Agatha Christie’s *Why Didn’t They Ask Evans?* into Mareta’s *Pembunuh di Balik Kabut*. 
For examples:

- Shifts from morpheme unit to word unit

  ST: Bobby could not see him clearly.
  TT: Bobby tidak bisa melihat dia dengan jelas.

  The bound morpheme *ly-* in *clearly* is translated with the word *dengan*. It means that there has been unit shift in the grammatical level, that is the bound morpheme level in English becomes the word level in *Bahasa Indonesia*.

- Shifts from word unit to phrase unit

  ST: “You got a *warrant*?”
  TT: “Kau punya *surat perintah*?”

  The noun word *warrant* does not have the same equivalence in *Bahasa Indonesia* (the equivalence which is also the word level). So, it must be explained by using the noun phrase in *Bahasa Indonesia*, i.e., *surat perintah*. It means there has been unit shift from word level in English to the phrase level in *Bahasa Indonesia*. This fact makes the writer interested in analyzing the grammatical unit shifts occur in the translation of the novel “*Why Didn’t They Ask Evans*” to “*Pembunuh di Balik Kabut*”.

**Problem of the Analysis**

The problems of this analysis are:

1. How are grammatical unit shifts in Agatha Christie’s novel “*Why Didn’t They Ask Evans*” translated to “*Pembunuh di Balik Kabut*”?
2. What is the frequency of each unit of the grammatical unit shifts found in Agatha Christie’s novel “*Why Didn’t They Ask Evans*” to “*Pembunuh di Balik Kabut*”?
1.3 Objective of the Analysis

The objectives of this analysis are:

1. To analyze the grammatical unit shifts in the translations of Agatha Christie’s novel “Why Didn’t They Ask Evans” to “Pembunuh di Balik Kabut”.

2. To find out the frequency of each unit of the grammatical unit shifts in Agatha Christie’s novel “Why Didn’t They Ask Evans” and its translation “Pembunuh di Balik Kabut”.

1.4 Significance of the Analysis

The analysis has significance to expand knowledge of the readers, especially for those who are interested in this subject. Besides that, the result of this analysis will be useful for teaching and training of translation. Further, this analysis is expected to be useful as reference for those who are interested in the same subject.

1.5 Scope of the Analysis

In this thesis, the writer would like to discuss about the grammatical units shift found in the translation of Agatha Christie’s novel “Why Didn’t They Ask Evans” to “Pembunuh di Balik Kabut” which is translated by Mareta. The analysis of the data is based on the hierarchy of five units of grammar, i.e. from the morpheme, word, phrase, clause until the sentence level.