

**THE ANALYSIS OF STUDENTS' ABILITY IN TRANSLATING CURRENT NEWS
VIEWED FROM CATEGORY SHIFT OF CATFORD THEORY**

(A Translator Study at 5th Semester Student of TBI IAIN Bengkulu in Academic Year 2018)

THESIS

Submitted as A Partial Requirements for the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department of IAIN Bengkulu



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MOTTO

**“I LEARNED TO BELIEVE IN MYSELF,
IF YOU DON’T BELIEVE IN YOURSELF,
WHO CAN YOU EXPECT TO BELIEVE IN YOU?”**

-Chester Bennington

DEDICATION

The researcher would like to dedicate to this thesis to:

1. Allah SWT. As the only one of my God,the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, mercy,healthy in finishing this thesis.
2. My lovely parents and My lovely family
3. All of my lovely classmate TBI D 2014 (Aini, Aidil, Aulia, Armi, Chica, Disti, Devi, Dwi, Mustika, Iwan, Heli, Emilia, Seftiya, Madalena, Tiwi, Rahmi, Umi, Yamin and etc.) Thank you for being my second family; So happy to have you guys.
4. My best friends in 2k14 group, Rindi Alvionita, Yoga Muhammad Ridwan, Tika Vitara, and Yuliani
5. My friends in Pusbakik Fasilitator 2015/2016 : Desi Ariani,Handayani,, Khairunnisa, Indah Purnamasari, Siti Hardianti,Yoga Muhammad Ridwan, Mahmudah, Rindi Alvionita, Niken Deskaliani.
6. My friends in (Yang Penting Wisuda Group), (TBI ANGKATAN 14), (GEBE)
7. My first supervisor Risnawati, M.Pd and my second supervisor Detti Lismayanti,M.Hum. Thank you so much for your suggestions, corrections and ideas during the process of writing this thesis.
8. All of my lecturer in IAIN Bengkulu,thanks for knowlegdes and lesson that you taught during my college. So , I could finish my study in this campus.
9. All of my friends in academic year 2014, thank you so much guys. And for my Almamater.

ACKNOWLEDGEMENT

Alhamdulliah all praise be to Allah SWT, the single power, the lord of the universe, master of day of judgment, God all mighty, for all blessing and mercies so that the researcher able to finish this thesis entitled: “ The Analysis of Students’ Ability in Translating Current News Viewed from Category Shift of Catford Theory (*A Translator Study at 5th Semester Student of TBI IAIN Bengkulu in Academic Year 2018*). Peace upon prophet Muhammad SAW, the great leader and good inspiration of word revolution. The researcher is sure that this thesis would not be complete without the helps, supports, and suggestion from several sides. Thus, the researcher would like to express his deepest thank to all of those who had helped, supported, and suggest during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajuddin M, M.Ag. MH, as the Rector of the state Islamic Institute of Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, as the Dean of Tarbiyah and Tadris Faculty.
3. Eva Dewi, M.Ag, as the Head of Tadris Department.
4. Feny Martina, M.Pd, as the Head of Program Study of English Education.
5. Risnawati, M.Pd, as the First advisor for her guidance, precious advices, and motivation the researcher.
6. Detti Lismayanti, M.Hum, as the Second advisor for her patient in advices to the researcher.
7. All lecturers who have taught the researcher from 1st semester 8th semester and all the staff of English Department.

Finally, the researcher realized this thesis is still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for making better.

Bengkulu, 2019

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ABSTRACT

David Anugrah Permana. February, 2019. The Analysis of Students' Ability in Translating Current News Viewed from Category Shift of Catford Theory (A Translator Study at 5th Semester Student of TBI IAIN Bengkulu in Academic Year 2018)

Advisor : 1. Risnawati, M.Pd. 2. Detti Lismayanti, M.Hum.

Keywords : Analysis of Students' ability in translating, Category Shift

Facts It shows that some fifth semester students majoring in TBI IAIN Bengkulu still have problems in translation, such as difficult to guess the meaning, still lack of vocabulary, and also still weak in using translation theory for category shift. The purpose of this study was to investigate the ability of students to translate the news "Anti-Ahok protesters, opposition camp mark 212 rally anniversary" from *thejakartapost.com*. This research is content analysis. The population is fifth semester students of TBI IAIN Bengkulu in the 2018/2019 academic year with 120 students. From this population, 25 students were taken randomly as samples. There are representatives from each TBI class. Data was collected using a translation test which contained four types of category shift. Data were obtained and analyzed by using the formula $P = F / \sum F \times 100$ and criteria for the ability of students to use percentage scale intervals from Bengkulu IAIN guidelines. Based on the data obtained, the results of the highest average score of students in the unit shift are 94% (Excellent). Then, the lowest average score of students in the Intra-system shift with 49% (very poor). Student results show that students' ability is dominant in the type of unit shift because how to translate it only change among the morpheme, word, phrase/group, clause, to sentence, and sometimes even further up including paragraph and text. However, overall the average score is very good. Thus, the conclusion is that students in translating category shift are not bad or in very good criteria.

ABSTRAK

David Anugrah Permana. February, 2019. The Analysis of Students' Ability in Translating Current News Viewed from Category Shift of Catford Theory (A Translator Study at 5th Semester Student of TBI IAIN Bengkulu in Academic Year 2018)

Advisor : 1. Risnawati, M.Pd. 2. Detti Lismayanti, M.Hum.

Kata Kunci : Analisis Kemampuan Penerjemahan Siswa, Pergeseran Kategori

Fakta Menunjukkan bahwa beberapa siswa semester lima jurusan TBI IAIN Bengkulu masih memiliki masalah dalam penerjemahan, seperti sulit untuk menebak arti, kosakata masih terbatas, dan juga masih lemah dalam menggunakan teori penerjemahan untuk kategori pergeseran. Tujuan dari penelitian ini adalah untuk menyelidiki kemampuan siswa dalam menerjemahkan berita “Anti-Ahok protesters, opposition camp mark 212 rally anniversary” dari *thejakartapost.com*. Penelitian ini merupakan konten analisis. Populasinya adalah siswa semester lima TBI IAIN Bengkulu pada tahun akademik 2018/2019 dengan jumlah siswa 120. Dari populasi ini, 25 siswa diambil secara acak sebagai sampel. Ada perwakilan dari masing-masing kelas PBI. Data dikumpulkan dengan menggunakan tes terjemahan yang berisi empat jenis *Category shift*. Data diperoleh dan dianalisis dengan menggunakan rumus $P = F / \sum F \times 100$ dan kriteria kemampuan siswa menggunakan interval skala presentase dari pedoman IAIN Bengkulu. Berdasarkan data yang diperoleh, hasil skor rata-rata paling tinggi siswa adalah 94 % (Baik sekali). Kemudian, Nilai rata-rata paling kecil siswa adalah 49 % (sangat buruk). Hasil siswa menunjukkan bahwa kemampuan siswa dominan dalam jenis dead methapor karena cara menterjemahkannya dominan menggunakan unit shift karena mentranslitkannya hanya dengan merubah morfem, kata, frasa/kelompok, klausa bahkan kalimat dan terkadang lebih jauh mencakup paragraf dan teks. Namun, secara keseluruhan nilai rata – rata siswa sudah bagus. Dengan demikian, kesimpulannya adalah siswa dalam menerjemahkan category shift tidaklah buruk atau dalam kriteria sangat baik.

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CHAPTER I INTRODUCTION

A. Background of Study

Translation is very close to our life nowadays. We can see and feel the advantages of translation for our daily life. The example is when we are watching television or reading news with different language. Actually, when we are watching or reading with different languages, we always do translation. Translation acts as a bridge of communication between people in all over the world. So, translations connect people in all over the world. Without translation, people cannot communicate with other people all over the world. Therefore, translation becomes important in every part of the world.

There are some definitions of translation which describe what translation is. According to Catford, translation is the changing sentences from source language (SL) to target language equally.¹ As Newmark said that translation is rendering the meaning of a text into another language in the way that the author intended the text. In short, the meaning of a text should be the same with the author's aim when it is translated.² Another definition as Robert T. Bell, Translation is the expression in another language (target language) of what has been expressed in another (source language) preserving semantic and stylistic equivalences.³ All of the definitions are little closely, it implies that translation involves two languages: Source Language (SL) and Target Language (TL). Furthermore, the translation can be defined as a process of transferring information or messages from the source language to the target language. Not only transferring information, but translation also transfers technology, knowledge and culture from all over the

¹ J. C. Catford. *Language and Language Learning: a Linguistic Theory of Translation*, (Edinburg: Oxford University, 1965), p.20

² Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 100

³ Robert T Bell. *Translation and Translating. "The Theory and Practice"* (New York: Longman, 1991), p.5

world. The acts of translating are most commonly done to translate in the form of printed materials such as books, newspapers, journal and other printed materials. Translating of texts and books is needed because people have to get information and knowledge as soon as possible instead of spending time to first learn the foreign languages.

A great number of the news which translated versions opens chances to Indonesian readers to read news from other country. However, there might still be some dissatisfaction among readers who have previously read the Indonesia original version. Many readers feel confused when they read the translated version because the translators make some mistakes in their translation. Actually, the activity of translation is to help people to understand the content of the news. By translating them, people can understand the content easily. In order to become a good translator, the translator has to master the language and creativity to choose appropriate equivalence because translating is identical to communicating the messages or ideas of the native writer of source language in the target language. It is not easy to do the translation, there are many problems and difficulties in translation. Those problems may be related to linguistic and/or non-linguistic factors. Most of the problems in translation are about the linguistic problems. Those problems arise because every language has different characteristics and its own grammatical system. The differences of the grammatical system between the source language and target language create another problem in translating languages especially in bilingual translation as English into Indonesia. Even, these differences may create misunderstanding if the translator does not know the system or structure of the source language.

Furthermore, based on Luwandi, there are some problems in translating process by student, that is namely situation communication, cultural context, and grammar. First in communication that occurs when students try to translate some sentence when the English

conversation process, but students do not really understand about the topic being discussed, so communication is not going well. The second is cultural context, what happens in a cultural context is that students often cannot translate correctly because they do not know the language culture of the source language, sometimes the language culture of the target language is different from the target language so that translation becomes less precise. Third is grammatical system, when translating, students are still confuse about the tenses of the topic they are going to translate, so that their translation is incorrect.⁴

Differences in the grammatical system raise the phenomena of shift in translation. According to Catford, shift is departure from formal correspondence in the process of going from the source language to the target language. There are two major types of shifts in translation, that is level shifts and category shifts. Level shifts are shifts between grammar and lexis, e.g the translation of verbal aspect by means of an adverb or vice versa. In other side, Category shifts are further subdivided into structure shifts (e.g a change in the clause structure), class shifts (e.g a change in word class), unit shifts (e.g translating a phrase with a clause) and intra system shifts (e.g a change in number even though the languages have the same number system).⁵ The transfer of translation to lecture the language should make students declare that why it to be other option. Translation training are considering as sense of studying a new language or learning another language till understand the real meaning from that language.⁶

Based on the curriculum of English Department IAIN Bengkulu, translation is a compulsory subject and has been learned in the fourth semester. The student competence of their

⁴Ratih Zatil Imandari and Luwandi Suharto, and etc, Journal : *An analysis one english students' ability in translating from english into indonesia*, English Educaion Program of language and Art Educaion Department Teacher Training and Education (Tanjungpura University,2014).p.2

⁵ Catford, Op. Cit., P.73

⁶ Jeremy Munday, *Introducing Translation Studies: Theories and Applications* (London: Routledge, 2001) p, 42

subject and the student to be able to understand about theories, strategy, technique and practice to translate some courses of translation such as translation shift, collocation, idiom and etc. Based on the subject in english department of IAIN Bengkulu, the researcher investigated the students' ability in fifth semester that they got the translation subject at fourth semester about translation shift especially for category shift.

Based on the interviewed with the lecturer of translation subject showed there are some information form. First the lecturer said that the students have studied the translation subject as one of compulsory subject. Second, they have been learned about theories and translation technique on fourth semester. Third, The lecture said that the student need to improve their vocabulary in learning translation. Last. Student know how to translated sentence but sometime they do not know category shift appeared in that sentence.⁷

Furthermore, the result of interviewed with the students of TBI 4A showed that translation is interesting subject. It is because they can translate using the technique and theories of translation to make the source language (SL) and the target language (TL) equivalence and correctly.⁸ Next, the students in TBI 4A also said that they know about the category shift but sometimes they know the word but don't know the class or rank those word.⁹ As far as they know in category shift that class or rank plays an important role. Beside that, the student in TBI 4A said they understand about the category shift.¹⁰ Referring to the interview above, the researcher meet several students and give them some test about translating of category shift for observation. There are five students of PBI 4A that translated the category shift from English to Indonesia. All of them translate it correctly, as mechanical engineering", they translated that as

⁷ Interview with translation lecturer initial PPP on December 13th,2018 at 14.00 pm

⁸ Interview with the student Initial WR (Fifth Semester of TBI) on December 11th,2018 at 11.00 am

⁹ Interview with the student Initial YO (Fifth Semester of TBI) on December 11th,2018 at 11.05 am

¹⁰ Interview with the student Initial ADO (Fifth Semester of TBI) on December 11th,2018 at 11.10 am

“teknik mesin”. The researcher ask to student which category shift occurred in that Phrase. Most of the answered with “structure shift”, that is not correct but only one student that answered with “class shift” which is the right because of It has changed word class. Thus, The student still difficult to apply category shift in translating.

B. Identification of the problem

Based on the background above, some problems can be identified as follow students frequently still get difficult made a good translate of category shift. In addition, the student did not use good technique in translating and still lack of knowledge in word class. In the process of translating, the translator can do shifts to minimize the problems of the grammatical systems differences between the source language and the target language. Translators should match the result of translation and usually change the gramatical of the source language in order to get correct translation with category shift to target language.

Based on the curriculum of English Department IAIN Bengkulu, translation is a compulsory subject and has been learned in the fourth semester. In this research,the researcher focused on the occurence of category shifts in that take place for English to Indonesia on current news. This research also focused only for category shift which occur,why they occur and how they influence the meaning or the message in the target language.

C. Limitation of the problem

Based on the identification of the problems above, the limitation problem in this study, researcher limited on the Student’s ability in translating with category shift on current news which is take from *thejakartapost.com* about politic. The student conduct of the fifth semester at IAIN Bengkulu. This research is limited on the Catford theory.

D. Research Question

Based on identification of problem above, the formulations of research question is how is students' ability in translating current news viewed from category shift of catford theory?

E. Objective of Study

The objective of this research is to investigate How is students' ability in translating current news viewed from category shift of Catford theory

F. Research Significances

The researcher hopes to get some advantages from this study. The expected advantages can be drawn as follows:

1. The result of this research can be used to provide knowledge about translation, especially category shifts for students who study translation in English Department.
2. The result of this research can be used as information source for other language learners to improve their translation knowledge.
3. The result of this research will give contribution to the study of translations
4. The result of this research will give contribution to other researchers who want to do further research on translation shifts.

G. Definition of the Key Term

In conducting the researcher, it is necessary to formulate the definition of key terms which is intended to avoid misunderstanding of the concepts used in this research. The terms need to be defined are as follows:

1. Translation is a process of transferring information or messages from the source language to the target language without reducing the meaning.
2. Category Shift is departures from formal correspondence in translation. Formal correspondence is any grammatical category in the target language which can be said to occupy the same position in the system of target language as the given source of language category in the source language system.
3. News is the factual report of an events which the reporter sees without adds something from his own imagination, comment, and suggestion or true what is happen.
4. Catford Theory is degree of consistency, despite the occasional tension between translational and contrastive approaches. Given a particular underlying linguistic theory, the translation theory is logically derived from it, step by step.

CHAPTER II

LITERATURE REVIEW

A. Translation

1. Definitions of Translation

Translation has been defined in many ways by different writers in the field, depending on how they view language and translation. According to Catford, translations is the replacement of textual material in one language (Source Language or SL) by equivalent textual material in another language (Target Language or TL). On the other hand that translation itself is regarded as an activity in which each meaningful SL text item has to be represented by an equivalent TL text item and vice versa.¹¹ Newmark defines translation is a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language.¹² Nida and Taber give the definition of translation as follows: “Translating consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style”. The emphasis on equality in terms of cultural significance.¹³ The definitions above indicate that translation involves two languages namely the source language and the target language.

From the definitions of translation above it can be concluded that the main point of translation is to transfer the message of the source language into the target language with the closest natural equivalence. Translators can change the form of the target language to get natural translation, but they have to make sure that the original message is kept as equivalent as possible. In translation, making an equivalent meaning is one of the most important things

¹¹ Catford, Op. Cit., P.20

¹² Newmark, Op. Cit., P.31

¹³ Nida A. E and T. R Charles. (1982), *The Theory and Practice of Translation*. Brill: Leiden, P. 20

to be considered besides the style of the form of the languages involved. From all those statements, it can be concluded that translation is the process of transferring messages from the source language into the target language, in written or in oral form and the main expectation of this transfer is to present the messages of the source language in the equivalent meaning.

2. Translation Technique

Nida states that technical procedures have three main point: (1) Analysis of the respective language, resource and receiver; (2) accurate learning of the resource-language text ; (3) equivalency of definition corresponding.¹⁴ Based on Macquarie Dictionary, a procedure is the commit or how of behavior in anything measure or action.¹⁵

Based on McLay, translation technique is descriptive, that is describes the process translator contribution the original text into the receiver language.¹⁶ In other hand, Jhon A.Beck states that the definition of translation techniques is very important for the discipline of textual criticism to help translate the text to be translated.¹⁷ According to Newmark, translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. Translation can be classified into eight technique.¹⁸

Classifications translation technique source languages based on Newmark are:

- a. Word for word translation :

¹⁴ Eugene Nida, *Toward A Science of Translating*, (Netherland:Leiden E.J Brill, 1964), P.1

¹⁵ Rochayah Machali, *Pedoman bagi penerjemah*,(Jakarta:Grasindo,2000). P.62

¹⁶ Glenny Edward W. (2009), *Finding Meaning in the Text*, Brill: Leiden- Boston, P. 4

¹⁷ Beck A. Jhon. (2000), *A Study in Septuagint Translation Technique*, PETER LANG: New York, Washington DC, Berlin, Brussels, Page 6

¹⁸ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 104

This kind of translation is considering the close to the source language. The sequence of words in the source language text is maintaining, the words translating by essentially meaning out of context. The example of word for word translation is:

SL : I like that clever student.

TL : Saya menyukai itu siswa pintar

b. Literal translation:

Based on Douglas Robinson, Literalism is a translation following the source word for word, or as similar as reasonable.¹⁹ In this translation the grammatical construction of the source language is converting into equivalent in the target language, while the translating words out of context. The example of literal translation is:

SL : It's raining cats and dogs.

TL : Hujan anjing dan kucing.

c. Faithful translation:

It attempts to regenerate the contextual meaning although it is still bound by the grammatical structure of the source language. The example of faithful translation is: SL :
He is a broker in Bursa Efek Indonesia.

TL : Dia seorang pialang di Bursa Efek Indonesia.

d. Semantics translation:

it is different with the faithful translation. More semantic translation into account aesthetics source language text, and creative within reasonable limits. Besides its faithful translation is still association with the source language, while the more flexible semantic translation. The example of semantic translation is:

¹⁹ Robinson D. (2003), *Becoming A Translator: An Introduction to the Theory and Practice of Translation* (Second Edition). Routledge: London and New York, Page 10

SL : He is a book worm.

TL : Dia seorang kutu buku.

e. Adaptation:

This translation is considering to be the most free and close to the target language. Particularly for the translation of drama and poetry, themes, characters and plot are usually retaining. The example of semantic translation is:

SL : Hey Jude, don't make it better
Take a sad song and make it better
Remember to let her into your heart
Then you can start to make it better

TL : Kasih , dimanakah Mengapa kau tinggalkan aku
Ingatlah-ingatlah kau padaku
Janji setiamu tak kan ku lupa.²⁰

f. Free Translation:

free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, so called 'intralingual translation' often prolix and pretentious, and not translation at all. The example of free translation is:

SL : Tatik is growth by happiness.

TL : Tatik hatinya berbunga-bunga.

g. Idiomatic Translation:

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist the original. (Authorities as diverse as Seleskovitch and Stuart Gilbert tend to this form of lively, 'natural' translation). The example of idiomatic translation is:

SL : You're cherry mood.

²⁰ Ibid

TL : Kamu keliatan ceria.

h. Communicative Translation:

communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. The example of communicative translation is:

SL : Beware of dog!

TL : Awas anjing galak!

3. Process of Translation

In doing translation activity, the translators transfer the meaning from the source language into the target language. in order to understand translation more easily we must know translation process, as Anthony Pym said that a translator who knows about different process will work better than one who knows nothing about them, as far as we know, there is no empirical evidence for that claim.²¹ According to Larson, process of translation includes learning the vocabulary, structural of grammar, conditional of communication, and contextual culture in text, analyse all of them to choose the significancy, and make framework to the similar meaning using the vocabulary and grammatical structure which are correct in the receiver language and its contextual context.²²

According to Nida in Hatim, the process of translation consists of three stages. They are analysis, transfer and restructuring. In analyzing, the translator analyzes the source text in terms of the grammatical relationship and the meaning of the word and combinations of the

²¹ PYM A.(2010) Exploring Translation Theories, Routledge: New York, p.26

²² M. Larson, *Meaning-Based Translation: A Guide to Cross Language Equivalence*(London: University Press of America, 1984) P.2

word.²³ The goal of analysis of the source text is a full comprehension of the message which is intended to convey. Then the analyzed material is transferred in the mind of translator from the source language to the target language. After that, in the restructuring step the transferred material is restructured to make the final acceptable message in the target language. The important aim of the restructuring process is to ensure that the impact, which the translation is to have on its intended receptors, is similar to what the source text has intended. In this stage, where some revisions may take place, the translator has to check the target against the source text to ensure as far as possible that there are no omissions, additions, or meaning distortions in his/her translation, so as to ensure that it is appropriate for the function that is expected.

Moreover, the process of translation consists of four main steps, namely the analysis and comprehension, the transfer, the restructuring and the last is evaluation and revision by Suryawinata. The translation process can be analyzed as follows:

- a. Analysis and comprehension In this step, surface structure (or the statement) is analyzed according to grammatical relationship, word meaning, textual meaning and even contextual meaning. It is back transformation process.
- b. Transfer After analyzing and understanding the meaning of the SL, the translator processes the material in his mind. Then he transfers the material from SL to TL. Everything happens just in the translator's mind.
- c. Restructuring In this step, the translator tries to find out the equivalences of words, phrases or sentences structure in TL. Translator needs to restructure the grammar of the SL into TL so that the meaning and message of source text can be transferred fully to Target Language.

²³ B. Hatim, *Teaching and Researching Translation*(London:Longman, 2001) P.22

- d. Evaluation and Revision After the translator gets the equivalence of translation in TL, then this translation is evaluated and checked again to the source text. If it is still not equivalent, the translator will revise the translation.

4. Meaning Equivalence

Translation is an activity to produce the closest meaning of source language to target language. However, in producing the meaning, the translator has to adjust the message for the equivalence. Equivalence is a problem of translation to find closest and natural meaning in target language. Nida defined equivalence into: Dynamic Equivalence and Formal Equivalence.²⁴ Dynamic equivalence is the principle of equivalent effect, where the relationship between receptor and message should be substantially the same that which existed between the original receptors and the message.

Nilda defined the aim of dynamic equivalence as seeking the closest natural equivalent to the source language message. She states that a translation of dynamic equivalence aims at complete naturalness of expression, and tries to relate the receptor to modes of behavior relevant within the context of his own culture; it does not insist that he understand the cultural patterns of the source language context in order to comprehend the message.

Dynamic Equivalence is therefore to be defined in terms of the degree to which the receptors of the message in the receptor language respond to it in substantially the same manner as the receptors in the source language.²⁵ This is an aim to make people understand and present the message and it is more far than mere correct communication of information.

²⁴ Basil Hatim and Jeremy Munday, *An advanced resource book*, (New York:Routledge,2004),P.42

²⁵Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation*, (Netherland: Leiden E.J Brill, 1969) p. 24

In other hand, Formal equivalence focuses at tention on the message itself, in both form and content. One is concerned that the receptorlanguageshould match as closely as possible the different elements in the source langu age. Formal Equivalence is basically recreated from the translation process oriented in the source language structure and arrowed to come across, allowing the student (since this type of translation will often be used in an academic environment) to gain close access to the language and customs of the source culture.

B. Category Shift

Category shifts are departures from formal correspondence in translation. Formal correspondence is any gramatical category in the target language which can be said to occupy the same position in the system of target language as the given source of language category in the source language system. The category shifts include structure shift, class shift, unit shift, and intra-system shift.²⁶

1. Structure Shift

It involves a change in grammatical structure between the source language and target language.²⁷ In grammar, structure shift can occur at all ranks. It has the highest frequency of occurrence of category shifts in English and Bahasa Indonesia. Structure shift occurs when the structure of the target language is different from the structure of the source language. One common type is the changing of active sentences into passive sentences in translation. Therefore, the structure shift also can sometimes be called as voice shift. Structure shifts occuring in the data indicate that there are different expressions of grammatical systems between the source language and the target language. The differences encouraged the

²⁶ Catford, Op. Cit., P.77

²⁷ Ibid., p. 78

translator to do structure shift in order to make the result of translation is acceptable and natural in target language.²⁸

For example, “Antony loves Rossaline” in English becomes “Is-love at Antony on Rossaline” in Gaelic. Structure shifts can also be found at other ranks, such as phrase/group rank. For example : “the red shoes” in English becomes “*sepatu yang merah*” in Bahasa Indonesia. Notice that there is a shift from MH (Modifier+Head) to HQ (Head+Qualifier). It can be seen that the modifier “red” preceding the noun “shoes” is translated into qualifier “merah” (red) combined with “yang” (which).

2. Class Shift

Class shift occurs when the translation equivalent of SL item is the member of a different class (part of speech) from the original item.²⁹ It can also mean that there are only limited cases where the certain class expression in English has to be changed into different class in Bahasa Indonesia, because both languages commonly have the similar parts of speech in the language systems. It happens because of most of English words have the same classes in Bahasa Indonesia. Therefore, it is not necessary for the translator to change the word classes.

For example: “*medical students*” is translated into “*mahasiswa kedokteran*”. In this example, the adjective “medical” operating at M (Modifier) in the noun phrase structure of source language, is translated into a noun “kedokteran”, operating at Q (Qualifier) in the target language. From that example, the adjective changes into another class, that is a noun.³⁰

3. Unit Shift

²⁸ Ibid., p. 78

²⁹ Ibid., p. 78

³⁰ Ibid., p. 79

Unit shift means changes of rank, that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is translated into a unit at a different rank.³¹ The language ranks may change among the morpheme, word, phrase/group, clause, to sentence, and sometimes even further up including paragraph and text. According to Machali, the unit shift shows a change of rank, i.e a lower is translated into a higher rank or vice versa.

For examples, words become phrases, words become clauses, phrases become clauses (upward shift) or clauses become phrases, clauses become words, and phrases become words (downward shift). The occurrence of unit shift is also high. The data proved that there is no correlation between the source and the target language. There are a lot of English expressions that would not be exactly translated into Bahasa Indonesia in the same rank. For example, the source expression “adept” becomes “*sangat terampil*”. In this example, a word (adept) is translated into a phrase (*sangat terampil*). It means that a lower rank changes into a higher rank.

4. Intra-System shift

Intra-system shift means a departure from formal correspondence in which one system in the SL has a different (non-corresponding) system in the TL. Intra system shift is used to indicate that the shift occurs internally within the system of the languages concerned.³² For simple illustration, when the SL plural becomes a TL singular, because of the use of determiners indicating plurality in the noun-phrase patterns. The frequency of this shift is the lowest over all occurrence of category shifts. The data proved that there are few

³¹ Ibid., p. 79

³² Ibid., p. 79

differences of internal system between English and Bahasa Indonesia. The difference of internal system is in the plural and singular form.

For example the certain “plural” noun in English become “singular” noun in Bahasa Indonesia, such as: “a pair of *trouser*” is translated into “*sebuah celana*”. In this example, although in Bahasa Indonesia there is a corresponding plural form for “trousers” (that is through repetition of the word “celana-celana”), the Indonesian language system requires the use of the singular form for to the concept of “a pair of trousers” since Indonesian conceive them as one piece of cloth.

C. News

1. Definitions of News

News is the latest report about facts or opinions that are important or interesting to audiences and disseminated through the mass media. A classic example, "a dog bites a human, that is normal, but humans bite a dog, that is news. Although the example above seems to be there, but the important meaning of the example above is a mediocre fact or something that is already common place does not attract the attention of readers, viewers or listeners. There is also a simple statement that is, a news is definitely an information, but an information is not necessarily news. That is because new information can be said if the information has elements that have a 'News Value' or journalistic value and are disseminated to the public.

In fact the news is the result of written reconstruction of the social reality contained in life. That is why there are people who think that news writing is more a job of reconstructing social reality than a picture of reality itself like on juwito’s book, news is the main point for mass media beside opinion.³³ Another opinion from Anna mckane’s book, news should have three ; (1) criteria that associate to the incident on the case; (2) the criteria

³³ Juwito, *Menulis berita dan feature’s*, (Surabaya :Unesa University Press,2008).P.41

are about the realm of the incident itself, that is what incidents are respected beneficial; last (3) criteria which may be said to be about themedication on the events.³⁴

So it can be said that not everything written in a newspaper or magazine can be called news. Advertisements and recipes cannot be called news, which is called news is a report about an event. In other words, an event will never become news if the event is not reported. From some definitions or limitations about the news, in principle there are several important elements that must be considered from the definition, namely:

- a. Report
- b. Interesting and important events / events / opinions
- c. Served as soon as possible (time bound)

2. Value of News (Eligible Size News)

Every news in the report and a journalist have different levels of news, depending on how many of the following conditions can be fulfilled.

- a. The significance of this is an event that has the possibility of affecting the lives of many people
- b. The amount of something or quantity, that is, events that involve numbers that are meaningful to the lives of many people, or events that can have consequences that can be summed up by numbers that are of interest to readers.
- c. Timely, that is, that which concerns the things that have just happened or have just been discovered.
- d. Proximity, that is, events close to the reader, both geographically close and emotionally close.

³⁴ Anna Mckane, *News Writing*, (London : Sage publication,2006)P.2

- e. Fame, which is an incident involving a character or thing that is well known or known by the reader (public figure)
- f. Human aspect (human interests), which is an event that touches the feelings of the reader (touching), or events involving ordinary people and extraordinary situations, or big people (famous) in ordinary situations.
- g. Objective: based on facts, impartial.
- h. Actual: newest, not "stale".
- i. Extraordinary: big, weird, weird, not common.
- j. Distance: familiarity, closeness (geographical, cultural, psychological).

3. News Section

In general, the news has parts in its arrangement, namely:

a. **Headline.**

Usually called the title. Often also equipped with a subhead. It is useful for: (1) helping the reader to immediately know the events to be reported; (2) highlighting one news with the support of graphic techniques.

b. **Deadline.**

There are those that consist of the name of the mass media, the place of occurrence and the date of the incident. There are also those that consist of the name of the mass media, the place of incident and the date of the incident. The aim is to show the place of occurrence and media initials.

c. Lead.

Commonly called the news terrace. Usually written in the first paragraph of a story. It is the most important element of a news, which determines whether the content of the news will be read or not. It is the essence of the news, which describes the whole story briefly.

d. Body.

Its contents tell of reported events in a brief, concise, and clear language. Thus the body is the development of the news.

4. Type of News

In journalism the type of news is also known according to its presentation, namely:

- a. Straight News (often also called hard news), which is a report of the latest events that contain important and interesting elements, without containing the opinions of news writers. Straight news must be concise, brief in its reporting, but still not ignore the complete data and objectivity.
- b. Soft News (often referred to as a feature), namely news concerning humanity and attracting many people including humorous stories, lust (concerning lust), oddity.
- c. Feature (story news), namely news that is presented in an interesting form, using a background tracker of an event and told in a touching language style.
- d. Reportage, namely this type of report is a report of events (based on observers and sources of writing), and prioritizes the curiosity of the reader.

D. Review of the previous studies

There are several studies related to this research. One of them is to analyze the translation of Category shift in the movie. The research journal was conducted by Herman, M.Pd from HKBP Nommensen University (2014) with entitled "*Category Shift in the English*

Translation of Harry Potter and the Philosopher's Stone Movie Subtitle into Indonesia (An Applied Linguistic Study)". The findings show: 1) all kinds of category shifts are discovered which are unit shift, structure shift, class shift and intra-system shift. 2) the influential in category shift based on movie subtitle is unit shift.³⁵

The other related studies is jurnal from student of Udayana University (2017) named Ni Made Ayu Wulandari with entitled "*Category Shift Found in English Novel If I Stay and its Translated Version in Indonesia Jika Aku Tetap di sini*". The result of the research shows that all types of category shift which are structure shift, class shift, unit shift and intra-system shift found in the translation. There element of category shift that donated to the case based on the data that found in the analysis, there are: background base and linguistic methods, the character of the translator as operator and the translator's stylistic option.³⁶

The last related studies is jurnal from student of Islamic Azad University, Iran (2013) named Azadeh Shahbaiki with entitled "*Translation Shift in the Persian Translation of a Tale of Two Cities by Charles Dickens*". This research indicate that between forty sentences that contain forty-three shift, unit shift is the most frequent type of shift. 37,5% of shifts are unit shifts, 30% class shifts, 12,5% structure shifts and 27,5% intra-system shifts. It also represent that shifts are foregone in several location in the translation process and it is because of diverse realm of languages and variety that found between them, so the translator is obligated to stray from the original text.³⁷

³⁵Herman. "Category Shift in the English Translation of Harry Potter and the Philosopher's Stone Movie Subtitle into Indonesia (An Applied Linguistic Study)", *IOSR Journal Of Humanities And Social Scienc*, V. 19, Issue 1. Ver. V (2014).P.37

³⁶ Ni Made Ayu Wulandari, "Category Shift Found ing English Novel *If I Stay* and its Translated Version in Indonesia *Jika Aku Tetap di sini*", *Jurnal Humanis, Fakultas Ilmu Budaya Unud*, Vol 18 (2017).P.235

³⁷ Azadeh Shahbaiki, "*Translation Shift in the Persian Translation of a Tale of Two Cities by Charles Dickens*", *Academic journal of Interdisciplinary studies*, Vol 2 No 1. (Maech 2013).P.397

From those related studies, researcher conclude that category shift divide into four types which are structure shift, class shift, unit shift and intra-system shift. Researcher conclude that dominant category shift in those related studies is unit shift and other category shift appear in every single related studies.

CHAPTER III RESEARCH METHOD

A. Research Design

This study is a descriptive-quantitative method, and it present the data with a content analysis method. According to Sugiyono, quantitative is a scientific method because it has fulfilled the rules, such as concrete/empirical, objective, measurable, rational and systematic.³⁸ Meanwhile, Nazir in Simanjuntak says that descriptive method is a method of research that makes the description of the situation of event or occurrence. Futhermore, according to Riffe and Fico in Seth Myers' thesis, quantitative content analysis is the systematic and replicable examination of symbol of communication , which have been assigned numeric values according to valid measurements rules, and the analysis of relationships involving those values using statistical methods, in order to describe the communication, draw inferences about its meaning, or infer from the communication to its context, both of production and consumption.³⁹

Thus, based on the definition above, the researcher concluded that this thesis using dedcriptive quantitative with content analysis method. Which one this method explain about scientific method that absolutely rational and systematic and also the data numerical, because this is not as experiment, certainly this is using content analysis that will investigate about analysis of students' ability in translating category shift..

B. Population and Sample

1. Population

³⁸ Prof.Dr.Sugiyono.2007. *METODE PENELITIAN PENDIDIKAN* (pendekatan kuantitatif, kualitatif, dan R&D. Bandung:ALFABETA. P.13

³⁹ Seth Myers, "A *Quantitative Content Analysis of Errors and Inaccuracies in Missouri Newspaper Information Graphics*", Thesis, University of Missouri-Columbia,2009, P.32

According to Sugiyono, population is a generalization region consisting of: objects / subjects that have certain qualities and characteristics set by the researchers to be studied and then make the conclusions.⁴⁰ The population of the research was focused on student of english department (TBI) at 5th semester in IAIN Bengkulu. The student of PBI are divided four class (A-D)

Tabel 3.1

Population

No	Class	Population
1	A	33
2	B	34
3	C	33
4	D	36
Total		130

2. Sample

According to Sugiyono Sampel is sample is part of the number and characteristics that characteristics possessed by that population.⁴¹ , Researcher could conclude that the sample is part of population that representatif it. The researcher could use the sample with the reason if the population is too much and imposible the reseacher could analyze or research all of them.

There are many kind of sample technique that researcher could use. To make this sample more spesific the researcher use the simple random sampling. It mean, the research

⁴⁰ Ibid., P.117

⁴¹ Ibid., p.119

will take sample from the population of student in english department for each student. Absolutly the sample will representatif each class from A class until D class of student. The researher will take student from attending list that has random number.

To make this sample clearly the reseacher use the theory from Arikunto. According to Arikunto, Sampling for research if the subject is less than 100 people should be taken altogether, if the subject is large or more than 100 people could be taken 20-25% or more.⁴² Because the population has 4 class, Absolutely each class more than 25 poeple, the research will take the samples that using 20% each class.

This is the table about population and sample :

Table 3.2

Sample

No	Class	Sample
1	A	6
2	B	6
3	C	6
4	D	7
Total		25

C. Research Instrument

Instrument is one of important point that the researcher used it to know the score or capability of students. The reasearcher will use a translation test to translate a news from English into Indonesia using category shift. In this test, there are 4 types of category shift which are

⁴² Sugiyono, Metode Penelitian Pendidikan (Pendekatan kuantitatif, kualitatif dan R & D), ALFABETA, Bandung 2007, P. 117

structure shift, class shift, unit shift and intra-system shift. Moreover, the researcher consulted this items to advisor and the translation lecturer. In addition, the news have 2 pages as the test which is taken from *theJakartaPost.com* with title “Anti-Ahok protesters, opposition camp mark 212 rally anniversary”. (it can be seen in appendix 1)

The students will translate the source language that are contained 4 types of category shift column of target language. Moreover, the result of students’ translation will be check with the correct translation (target language) and the correct types of category shift by translation lecturer (expert) .

The first step of the research, resarcher will finding the current news that consist of category shift, as a data will observe. After that, the data will be given to student, they will get a news from *thejakartapost.com*. And then, student will translated the news from English to Indonesia. When they have finished,The researcher collected the data. Then,researcher will analyze them and put it into the chart to show the data.

The second step is identifying all the data in the chart. After identified the data, researcher compared and analyzed them to get the answers category shift that were used by the translator. Last, researcher reported the data analysis by described research findings and providing detail discussion of the analysis.

Table 3.3

Translation Test Instrument

NO.	Source Language	Target Language	Category Shift Types
1.	<i>Islamist groups and the opposition camp held a major rally</i>		
2.	<i>... that backed the imprisoned former</i>		

	<i>governor</i> in the 2017 Jakarta election		
3.	... former governor in the 2017 <i>Jakarta election</i> .		
4.	The rally drew a <i>huge turnout</i>		
5.	The <i>incumbent</i> is running for reelection in the 2019		
6.	... facing his <i>old rival</i> Prabowo Subianto		
7.	Prabowo Subianto of <i>Gerindra Party</i> and running mate Sandiaga Uno		
8.	Thousands of people, mostly wearing <i>white clothes</i>		
9.	... had gathered at the National Monument (Monas) square since <i>Saturday night</i>		
10.	While most of them came from <i>Greater Jakarta</i>		
11.	there were also others who came from <i>other regions</i> , such as Central Java's Surakarta		
12.	other rally goes also crowded the area around the <i>Horse Statue</i> in Central Jakarta		
13.	Some people eventually decided not to join the rally as there was <i>no room left</i>		
14.	<i>Presidential candidate</i> and Gerindra Party chairman Prabowo		

	Subianto attended the rally		
15.	...including National Mandate Party (PAN) founder Amien Rais and <i>party chairman</i> Zulkifli Hasan		
16.	On Sunday morning, President Jokowi was scheduled to visit Bogor, <i>West Java</i>		
17.	he could not talk about <i>politics</i> during the occasion		
18.	Later, the cleric joined the rally through a <i>phone call</i> from Saudi Arabia.		
19.	He called on his <i>supporters</i> to continue the fight during the 2019 presidential and legislative elections		
20.	A 51-year-old rally goes from <i>West Jakarta</i> , Sukarno		
21.	“There’s no <i>political interest</i> [behind the rally] or any intention of supporting certain candidates		
22.	he welcomed <i>Rizieq’s call</i> to reject candidates backed by parties that supported Ahok .		
23.	<i>Another participant</i> from Bandung, Hendra		
24.	Hendra, 22, said he would follow the call to support candidates produced from Ijtima		

	Ulama “because it’s a <i>mutual agreement</i> .”		
25.	The crowd began to clear <i>Monas square</i> at 11:15 a.m		

1. Data Collecting Technique

In collecting the data, the researcher will use the translation test. The test means examination or trial of something to find its quality, value, and compositions. It is also something for measuring knowledge, ability of the student. The student translate English into indonesia. In analyzed the data, the researcher use following steps. First, The researcher needs to collect the data. Therefore before conduct the research, researcher already prepared a current news and a test for the students. Second, The researcher will do the research in the fifth semester of English Department IAIN Bengkulu, and researcher will get the class as sample of his research. Before giving the translation test, researcher will ask about the knowledge of category shift to the student. Third, The researcher will give instruction and guidelines how to do the translation test. Next, researcher will collect the students’ translation test and will check it to translation lecturer (expert). Then researcher would make the result of total problems into percentages and charts based on components. Last, researcher will made conclusion of his research.

2. Procedure of Analyzing Data

In analysing the data, the researcher following the steps. First, Identification of students’ translation. Second, Classification of correct translation of category shift. Third, Count the students score by using a formula as follow:

$$P = F \times 100$$

$$\overline{\Sigma F}$$

Explanation:

P : The Percentage

F : Frequency of correction

ΣF : Total number correction

Next, classify the level of students' ability. The percentage of students' score from the data calculation was conducted to interval of scale percentage as below (Pedoman IAIN Bengkulu 2006)

Table 3.4
The interval of scale percentage of students' score

Interval	Classification
80-100	Excellent
70-79	Very good
60-69	Average
50-59	Poor
<49	Very poor

After that, tabelizing the result.the researcher tabellized the result to know the ability of students' translation level category. Therefore, the result of the analysis of students of fifth semester student of TBI IAIN Bengkulu in translating category shift from English to Indonesia.

Last, drawing a conclusion. The last step will draw conclusion based on the analysis data. In this step, the researcher has to make a valid conclusion in the form of brief description of the students' ability in translating category shift in news "*Anti-Ahok protesters, opposition camp mark 212 rally anniversary*" of fifth semester students of TBI IAIN Bengkulu in academic year 2018/2019.

CHAPTER IV

RESULT AND DISCUSSION

This chapter present the result and the discussion of students' ability in translating category shift. There are four types of category shift from 25 items of translation test.

A. Result of Students' Ability in Translating Category Shift

1. The Students' ability in translating Category Chift

The result of the students in translating category shift described that for each students abilty in translate the sentence of some type in category shift. There are the result of students' score in translating category Shift that has four types : Structure Shift, Class Shift, Unit Shift and Intra-System Shift.

1.1 The Students' ability in translating Structure Shift

The result of translation evaluation describe for each students' score to see the student ability in translate the sentence that contain structure shift which the students' score shows in the appendix 5. Based on the table in the appendix, the students' ability in translating structure shift in score was 85% for correct answer and 15% for incorrect. From the data,the students' ability in using this structure shift was exellent for this type of category shift. It could be seen from the students average score was 85%.

For more information about distribution of the students score,the researcher put it in the classification score for structure shift, it can be seen in the following table below :

Table 4.1**The classification score in Structure Shift**

No	Score Interval	Frequency (Student)	Criteria	Percentage
1	80-100	22	Excellent	88%
2	70-79	3	Very Good	12%
3	60-69	0	Average	0
4	50-59	0	Poor	0
5	<49	0	Very Poor	0

Based on the data above, there were the result of students' classification score in structure shift: There was 0 Students in very poor criteria, 0 student in poor criteria, 0 students in average criteria, 3 students in very good criteria, 22 students in excellent criteria. In addition, the dominant students' classification in excellent criteria. Then, the researcher also put the chart of students' classification score that can be seen below :

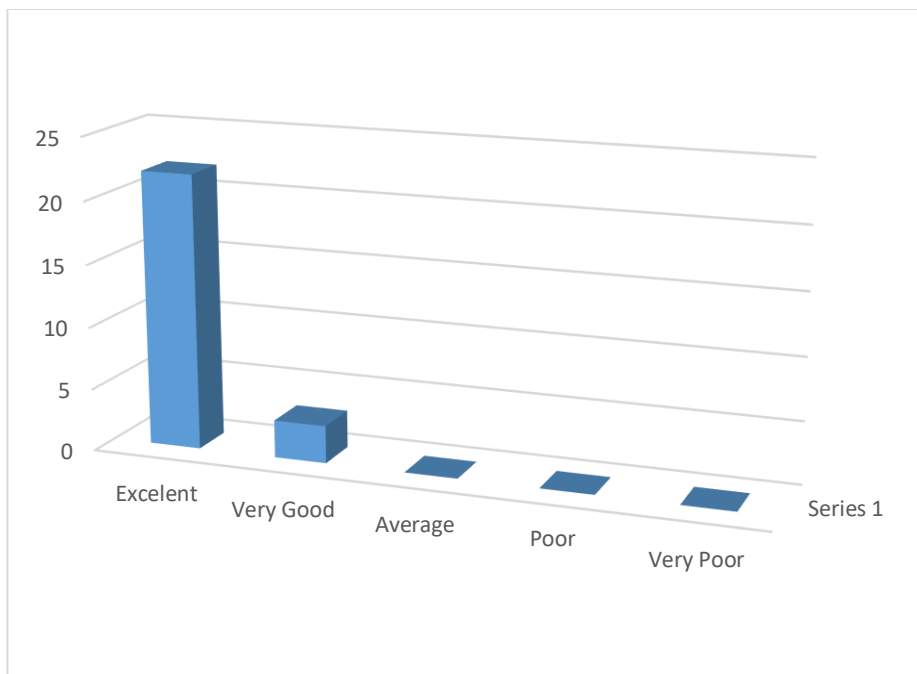


Chart 4.2

The classification score in Structure Shift

1.2 The Students' Score in translating Class Shift

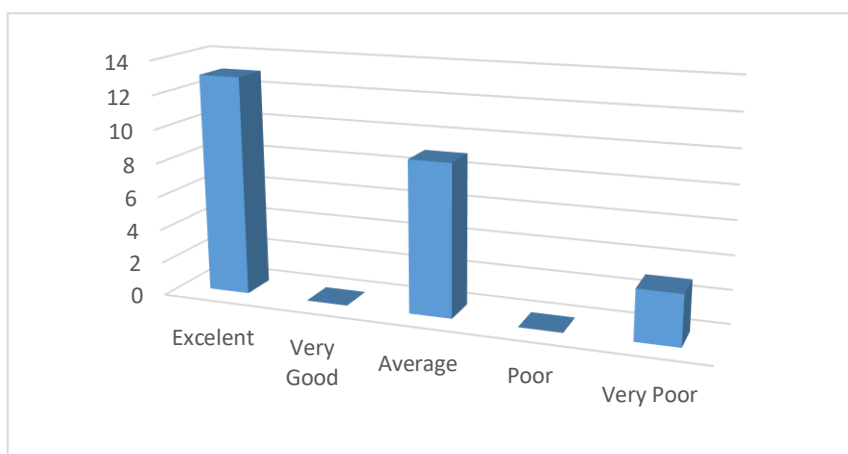
The result of translation evaluation described for each students' score to see the student ability in translating class shift. The students' score shows at the table in the appendix 5. Based on the table in the appendix, the students' ability in translating class shift in score was 70% for correct answer and 30% for incorrect. From the data, students' ability in using this class shift were very good. It could be seen from the students average score was 70%.

For more information about distribution of the students' score the researcher put in the classification score for class shift. It can be seen in the following table below :

Table 4.2**The classification of score in Class Shift**

No	Score Interval	Frequency (Student)	Category	Percentage
1	80-100	13	Excelent	52%
2	70-79	0	Very Good	0
3	60-69	9	Average	36%
4	50-59	0	Poor	0
5	<49	3	Very Poor	12%

Based on the data above, there were the result of students' classification score : There were 3 students in very poor criteria, 0 students in poor criteria, 9 students in average criteria, 0 student in very good criteria, 13 students in excellent criteria. Then, the researcher also put the chart of students' classification score that can be seen below :

**Chart 4.2****The classification of students in correct Class Shift**

1.3 The Students' Score in Translating unit shift

The result of translation evaluation described for each students' score to see the student ability in translating unit shift. The students' score shows at the table in the appendix 5. Based on the table in the appendix, the students' ability in translating unit shift score was 94% for correct answer and 6% for incorrect. from the data, the students' ability in using this unit shift were excellent. It could be seen from the students average score was 94%.

For more information about distribution of the students score, the researcher put it in the classification score. It can be seen in the following table below :

Table 4.3 :
The Classification score in Unit Shift

No	Score Interval	Freuency (Student)	Category	Percentage (%)
1	80-100	19	Excellent	76%
2	70-79	6	Very Good	24%
3	60-69	0	Average	0
4	50-59	0	Poor	0
5	<49	0	Very Poor	0

Based on the date above, there were the result of students' classification score ; There was 0 students in very poor criteria, 0 students in poor criteria, 0 students in average criteria, 6 students in very good criteria, 19 students in excellent

criteria. Then the researcher also put the chart of students' classification score that can be seen below :

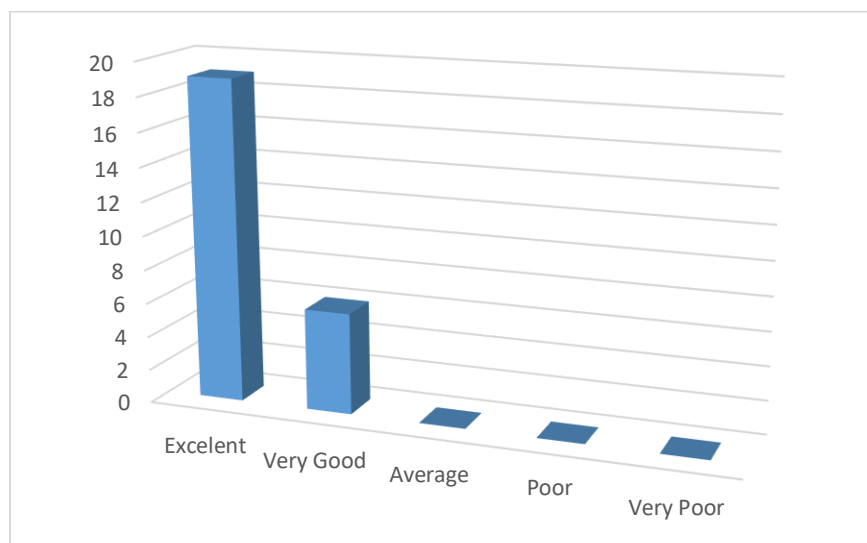


Chart 4.3

The classification of students score in Unit Shift

1.4 The Students' Score In Translating Intra-System Shift

The result of translation evaluation described for each students' score to see the students ability in translate the sentences that contain intra-system shift. The researcher shows the students' score in the appendix 5. Based on the table in appendix, the students' ability in translating intra-system shift in score was 49% for correct answer and 51% for incorrect. From the data, the students' ability in using this category shift were excellent. It could be seen from the students average score was 49%.

For more information about distribution of the students score, the researcher put it into the classification score that can be seen in the following table below :

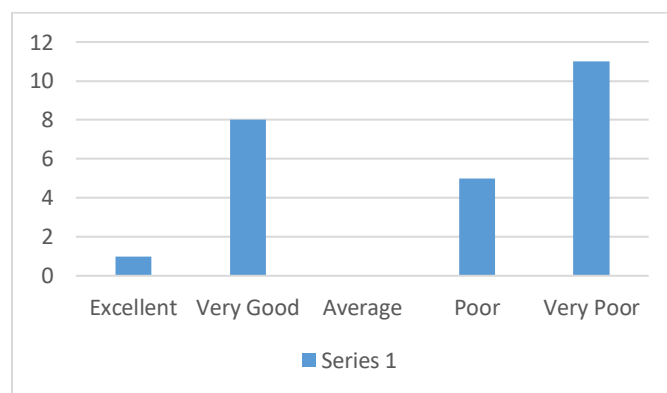
Table 4.4**The classification score in intra-system shift**

No	Score Interval	Freuency (Student)	Category	Percentage
1	80-100	1	Excellent	4%
2	70-79	8	Very Good	32%
3	60-69	0	Average	0
4	50-59	5	Poor	20%
5	<49	11	Very Poor	44%

Based on the date, there were the result of students' classification score :

There was 11 students in verypoor criteria, 5 students in poor criteria, 0 students in average criteria 8 students in very good criteria, and 1 students in exellent criteria.

Then the resaearcher also put into the the chart of students' classification score that can be seen below :

**Chart 4.4****The classificationscore intra-system shift**

More over, the researcher also made a table about dominant list category shift that was translated correctly in students' translation. The researcher also put the average score of students' ability in translating category shift. It can be show as below :

Table 4.5

The dominant list Category Shift which use by the students

No	List of Category Shift	Average Score	Criteria
1	Structure Shift	85%	Excellent
2	Class Shift	70%	Very good
3	Unit Shift	94%	Excellent
4	Intra-System Shift	49%	Very poor

Based on the data above, researcher found that students' average score for each category shift; First, the students average score in structure shift were 85% (excellent). Second, the students' average score in class shift were 70% (very good). Third, the students' average score in unit shift were 94% (excellent). Fourth, the students' average score in intra-system shift were 49 % (very poor). Thus, the researcher conclude that the students' ability is dominant in unit shift. In the other hand, the students' low ability in intra-system shift. Moreover, to see the total score for each students could be seen in the appendix 6.

B. Discussion

Based on the result of the students' score for each category shift, the researcher also analyzed for the result of students' translation for all types in category shift. There are four

types of category shift according to Catford. Furthermore, the researcher analyzed each types category shift of students' translation in "Anti-Ahok protesters, opposition camp mark 212 rally anniversary" news from *thejakartapost.com*.

1. Structure Shift

Structure shift involves a change in grammatical structure between the source language and target language. In grammar, structure shift can occur at all ranks. It has the highest frequency of occurrence of category shifts in English and Indonesia. Structure shift occurs when the structure of the target language is different from the structure of the source language. One common type is the changing of active sentences into passive sentences in translation. Therefore, the structure shift also can sometimes be called as voice shift. Structure shifts occurring in the data indicate that there are different expressions of grammatical systems between the source language and the target language. The differences encouraged the translator to do structure shift in order to make the result of translation is acceptable and natural in target language.⁴³

Moreover the researcher use structure shift in the number 1, 2, 3, 7, 12, 15, 16, 18, 20, 22, 23 and 25 that the student have to translate into Indonesia or target language from English. Furthermore, there were some student could translate correctly and also incorrect. It can be seen on the students' translation below :

⁴³ J. C. Catford. *Language and Language Larning: a Linguistic Theory of Translation*, (Edinburg: Oxford University, 1965), p.77

Data 1 :

Table 4.6

Structure Shift :

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 1	<i>Islamist groups and the opposition camp held a major rally</i>	<i>Kelompok-kelompok islam dan kubu oposisi mengadakan unjuk rasa besar-besaran</i>	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "islamist groups" being "kelompok-kelompok islam" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "islamist"(noun) + "groups"(noun). Meanwhile in *Kamus Besar Bahasa Indonesia*, "kelompok"(noun) + "islam" (noun). So this phrase correctly structure shift because it changes the structure form.

Data 2 :

Table 4.7
Structure Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 3	... that backed the imprisoned <i>former governor</i> in the 2017 Jakarta election.	... yang mendukung dipenjarakan <i>mantan gubernur</i> di pemilihan Jakarta 2017.	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "former governor" being "mantan gubernur" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "former"(adjective) + "governor"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "mantan"(adjektiva) + "gubernur" (noun). So this phrase correctly structure shift because it changes the structure form.

Data 3 :

Table 4.8
Structure Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 3	... that backed the imprisoned former governor in the 2017 <i>Jakarta election</i> yang mendukung dipenjarakan mantan gubernur di <i>pemilihan Jakarta 2017</i> .	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "Jakarta election" being "pemilihan Jakarta" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "Jakarta"(noun) + "election"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "Pemilihan"(noun) + "Jakarta" (noun). So this phrase correctly structure shift because it changes the structure form.

Data 4 :**Table 4.9****Structure Shift**

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 7	Prabowo Subianto of <i>Gerindra Party</i> and running mate Sandiaga Uno	Prabowo Subianto dari <i>partai Gerindra</i> dan teman seperjuangannya Sandiaga Uno	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "Gerindra Party" being "partai gerindra" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "gerindra"(noun) + "party"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "gerindra"(noun) + "partai" (noun). So this phrase correctly structure shift because it changes the structure form.

Data 5 :

Table 4.10
Structure Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 12	Apart from Monas square, other rally goes also crowded the area around the <i>Horse Statue</i> in Central Jakarta	Terpisah dari halaman monas, unjuk rasa lain juga ramai di area sekitar <i>Patung Kuda</i> di Jakarta Pusat	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "Horse Statue" being "patung kuda" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "horse"(noun) + "statue"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "patung"(noun) + "kuda" (noun). So this phrase correctly structure shift because it changes the structure form.

Data 6 :

Table 4.11
Structure Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 15	...including National Mandate Party (PAN) founder Amien Rais and <i>party chairman</i> Zulkifli Hasan	...termasuk pendiri Partai Amanat Nasional (PAN) Amien Rais dan <i>ketua</i> <i>partai</i> Zulkifli Hasan	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "party chairman" being "ketua partai" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "party"(noun) + "chairman"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "partai"(noun) + "ketua" (noun). So this phrase correctly structure shift because it changes the structure form.

Data 7 :

Table 4.12
Structure Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 16	On Sunday morning, President Jokowi was scheduled to visit Bogor, <i>West Java</i>	Di hari Minggu pagi, Presiden Jokowi di jadwalkan untuk mengunjungi Bogor, <i>Jawa Barat</i>	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "party chairman" being "ketua partai" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "party"(noun) + "chairman"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "partai"(noun) + "ketua" (noun). So this phrase correctly structure shift because it changes the structure form.

Data 8 :**Table 4.13****Structure Shift**

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 18	Later, the cleric joined the rally through a <i>phone call</i> from Saudi Arabia	Kemudian, ulama mengikuti unjuk rasa melalui <i>panggilan telepon</i> dari Saudi Arabia.	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "phone call" being "panggilan partai" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "phone"(noun) + "call"(verb). Meanwhile *Kamus Besar Bahasa Indonesia*, "panggilan"(verb) + "telepon" (noun). So this phrase correctly structure shift because it changes the structure form.

Data 9

Table 4.14
Structure Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 20	A 51-year-old rally goes from <i>West Jakarta</i> , Sukarno	Seorang 51 tahun pergi mengikuti unjuk rasa dari <i>Jakarta Barat</i> , Sukarno	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "West Jakarta" being "Jakarta Barat" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "West"(noun) + "Jakarta"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "Jakarta"(noun) + "barat" (noun). So this phrase correctly structure shift because it changes the structure form.

Data 10 :

Table 4.15

Structure Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 22	He welcomed <i>Rizieq's call</i> to reject candidates backed by parties that supported Ahok	Dia menerima <i>ajakan rizieq</i> untuk menolak kandidat yang didukung partai pendukung Ahok	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "Rizieq's call" being "ajakan rizieq" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "Rizieq"(noun) + "call"(verb). Meanwhile *Kamus Besar Bahasa Indonesia*, "ajakan"(verb) + "Rizieq" (noun). So this phrase correctly structure shift because it changes the structure form.

Data 11 :

Table 4.16
Structure Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 23	<i>Another participant</i> from Bandung, Hendra	<i>Peserta lain</i> dari Bandung, Hendra	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "another participant" being "peserta lain" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "another"(noun) + "participant"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "peserta"(noun) + "lain" (noun). So this phrase correctly structure shift because it changes the structure form.

Data 12 :

Table 4.17

Structure Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
SS 25	The crowd began to clear <i>Monas square</i> at 11:15 a.m	Kerumunan mulai mengosongkan <i>halaman Monas</i> pukul 11.15 WIB.	-

Based on the students' translation above the researcher conclude all students correctly to translate this structure shift, "monas square" being "halaman monas" is correct translation and the students' understand about that because in structure shift, there is no different form of the words. It is only change the structure. According to *Oxford Dictionary*, "monas"(noun) + "square"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "halaman"(noun) + "square" (noun). So this phrase correctly structure shift because it changes the structure form.

2. Class Shift

Class shift occurs when the translation equivalent of SL item is the member of a different class (part of speech) from the original item. It can also mean that there are only limited cases where the certain class expression in English has to be changed into different class in Bahasa Indonesia, because both languages commonly have the similar

parts of speech in the language systems. It happens because of most of English words have the same classes in Indonesia.⁴⁴

Moreover the researcher use class shift in the number 6, 9, 14 21 , and 24 that the student have to translate into Indonesia or target language from English. Furthermore, there were some student could translate correctly and also incorrect. It can be seen on the students' translation below :

Data 1 :

Table 4.18

Class Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
CS 6	... facing his <i>old rival</i> Prabowo Subianto	... menghadapi <i>lawan lamanya</i> Prabowo Subianto	

According to the students' translation above the researcher conclude some student correctly to translate this class shift, "old rival" being "lawan lamanya" is correct translation and the students' understand about that because in class shift, There is change form of the words. According to *Oxford Dictionary*, "old"(adjective) + "rival"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "lawan"(noun) + "lamanya" (adjective). So this phrase correctly class shift because word "old"(adjective) change into "lama"(noun).

⁴⁴ Ibid., p.77

Data 2 :**Table 4.19****Class Shift**

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
CS 9	... had gathered at the National Monument(Monas) square since <i>Saturday night</i>	... telah berkumpul di halaman monumen nasional (Monas) sejak <i>sabtu malam</i>	

According to the students' translation above the researcher conclude some student correctly to translate this class shift, "Saturday night" being "sabtu malam" is correct translation and the students' understand about that because in class shift, there is change form of the words. According to *Oxford Dictionary*, "saturday"(noun) + "night"(adjective). Meanwhile *Kamus Besar Bahasa Indonesia*, "sabtu"(noun) + "malam" (noun). So this phrase correctly class shift because word "night"(adjective) change into "malam"(noun).

Data 3 :**Table 4.20****Class Shift**

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
CS 14	<i>Presidential candidate and Gerindra Party chairman Prabowo Subianto attended the rally</i>	<i>Kandidat Presiden dan Ketua partai Gerindra Prabowo Subianto menghadiri pertemuan</i>	<i>Presiden kandidat dan Ketua partai Gerindra Prabowo Subianto menghadiri pertemuan</i>

According to the students' translation above the researcher conclude some student correctly to translate this class shift, "presidential candidate" being "kandidat presiden" is correct translation and the students' understand about that because in class shift, there is change form of the words. According to *Oxford Dictionary*, "presidential"(adjective) + "candidate"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "kandidat"(noun) + "presiden" (noun). So this phrase correctly class shift because word "presidential"(adjective) change into "presiden"(noun).

Data 4 :

Table 4.21

Class Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
CS 21	“There’s no political interest [behind the rally] or any intention of supporting certain candidates	“Tidak ada kepentingan politik(di belakang pertemuan ini) atau ada niat untuk mendukung kandidat tertentu	“Tidak ada ketertarikan politik (di belakang rapat ini) atau ada niat untuk mendukung kandidat tertentu

According to the students’ translation above the researcher conclude some student correctly to translate this class shift, “political interest” being “kepentingan politik” is correct translation and the students’ understand about that because in class shift, there is change form of the words. According to *Oxford Dictionary*, “political”(adjective) + “interest”(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, “kepentingan”(noun) + “politik” (noun). So this phrase correctly class shift because word “political”(adjective) change into “politik”(noun).

Date 5 :

Table 4.22

Class Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
CS 24	Hendra, 22, said he would follow the call to support candidates produced from Ijtima Ulama “because it’s a <i>mutual agreement</i> .”	Hendra,22, berkata dia akan mengikuti ajakan untuk mendukung kandidat hasil dari Ijtima Ulama “karena itu <i>kesepakatan bersama</i> ”	

According to the students’ translation above the researcher conclude some student correctly to translate this class shift, “mutual agreement” being “kesepakatan bersama” is correct translation and the students’ understand about that because in class shift, there is change form of the words. According to *Oxford Dictionary*, “mutual”(adjective) + “agreement”(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, “kesepakatan”(noun) + “bersama” (adverbial). So this phrase correctly class shift because word “mutual”(adjective) change into “bersama”(adverbial).

3. Unit Shift

Unit shift means changes of rank, that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is translated into a unit

at a different rank. The language ranks may change among the morpheme, word, phrase/group, clause, to sentence, and sometimes even further up including paragraph and text.⁴⁵ The students' translation could be seen in the table below :

Data 1

Table 4.23

Unit Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
US 4	The rally drew a <i>huge turnout</i>	Pertemuan itu menarik <i>perhatian yang sangat besar</i>	Pertemuan itu menarik <i>perhatian besar</i>

According to the students' translation above the researcher conclude some student correctly to translate this unit shift, "*huge turnout*" being "*perhatian yang sangat besar*" is correct translation and the students' understand about that because in unit shift, there is change among the morpheme, word, phrase/group, clause, to sentence, and sometimes even further up including paragraph and text. According to *Oxford Dictionary*, "huge"(adjective) + "turnout"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "yang sangat besar"(phrase) + "perhatian" (adverbial). So this phrase correctly unit shift because word "huge"(adjective) change into "yang sangat besar"(phrase).

⁴⁵ Ibid., p. 79

Data 2

Table 4.24

Unit Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
US 5	The <i>incumbent</i> is running for reelection in the 2019	<i>Pemegang jabatan</i> sedang menjalankan pemilihan kembali di tahun 2019	

According to the students' translation above the researcher conclude some student correctly to translate this unit shift, "*incumbent*" being "*pemegang jabatan*" is correct translation and the students' understand about that because in unit shift, there is change among the morpheme, word, phrase/group, clause, to sentence, and sometimes even further up including paragraph and text. According to *Oxford Dictionary* "*incumbent*"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "*pemegang*"(noun) + "*jabatan*"(noun). So this phrase correctly unit shift because word "*incumbent*"(noun) change into "*pemegang jabatan*"(phrase).

Data 3

Table 4.25

Unit Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
US 10	While most of them came from <i>Greater Jakarta</i>	Meskipun kebanyakan dari mereka datang dari <i>daerah khusus ibukota Jakarta</i>	

According to the students' translation above the researcher conclude all student correctly to translate this unit shift, "*greater Jakarta*" being "*daerah khusus ibukota Jakarta*" is correct translation and the students' understand about that because in unit shift, there is change among the morpheme, word, phrase/group, clause, to sentence, and sometimes even further up including paragraph and text. According to *Oxford Dictionary* "greater"(adjective) + "Jakarta"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "daerah khusus ibukota"(phrase) + "Jakarta" (noun). So this phrase correctly unit shift because word "greater"(adjective) change into "daerah khusus ibukota"(phrase).

Data 4**Table 4.26****Unit Shift**

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
US 13	Some people eventually decided not to join the rally as there was <i>no room left</i>	Beberapa orang akhirnya memutuskan tidak ikut pertemuan karena <i>penuh</i>	

According to the students' translation above the researcher conclude some student correctly to translate this unit shift, "*was no room left*" being "*penuh*" is correct translation and the students' understand about that because in unit shift, there is change among the morpheme, word, phrase/group, clause, to sentence, and sometimes even further up including paragraph and text. "*was no room left*" (phrase). Meanwhile *Kamus Besar Bahasa Indonesia*, "*penuh*" (adjective). So this phrase correctly unit shift because phrase "*was no room left*" (phrase) change into "*penuh*" (adjective).

4. Intra-System Shift

Intra-system shift means a departure from formal correspondence in which one system in the SL has a different (non-corresponding) system in the TL. Intra system shift is used to indicate that the shift occurs internally within the system of the languages

concerned.⁴⁶ For simple illustration, when the SL plural becomes a TL singular, because of the use of determiners indicating plurality in the noun-phrase patterns. The frequency of this shift is the lowest over all occurrence of category shifts. The data proved that there are few differences of internal system between English and Indonesia. The difference of internal system is in the plural and singular form.⁴⁷ The students' translation could be seen in the table below :

Data 1

Table 4.27

Intra-System Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
ISS 8	Thousands of people, mostly wearing <i>white clothes</i>	Ribuan orang, kebanyakan menggunakan <i>pakaian putih</i>	Ribuan orang, kebanyakan menggunakan <i>pakaian-pakaian putih</i>

According to the students' translation above the researcher conclude few student correctly to translate this intra-system shift, "white clothes" being "pakaian putih" is correct translation and the students' still doubt about that because in intra-system shift, the main point is about the differences rule between source language and target language especially for plural and singular in English with Indonesia. Word "white"(adjective) + "clothes"(noun). Meanwhile *Kamus Besar Bahasa Indonesia*, "pakaian"(noun) + "putih"

⁴⁶ Ibid., p. 79

⁴⁷ Ibid., p. 79

(kata benda). Word “clothes” to “pakaian” which consist on “cloth + es). The “es” that is plural condition. Meanwhile *Kamus Besar Bahasa Indonesia*, “pakaian”(singular). Student will be able to understand it easier if they know about singular and plural.

Data 2

Table 4.28

Intra-System Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
ISS 11	there were also others who came from <i>other regions</i> , such as Central Java’s Surakarta	Ada juga yang lain datang dari <i>daerah lain</i> , seperti Jawa Tengah, Surakarta	Ada juga yang lain datang dari <i>daerah-daerah lain</i> , seperti JawaTengah, Surakarta

According to the students’ translation above the researcher conclude few student correctly to translate this intra-system shift, “other regions” being “daerah lain” is correct translation and the students’ still doubt about that because in intra-system shift, the main point is about the differences rule between source language and target language especially for plural and singular in English with Indonesia. Word “other”(noun) + “regions”(noun). Meanwhile in Indonesia “lain”(adjectiva) + “daerah” (noun). Word “regions” to “daerah” which consist on “region + s) . The “s” that is plural condition. Meanwhile *Kamus Besar Bahasa Indonesia* “daerah”(singular).

Data 3

Table 4.29
Intra-System Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
ISS 17	he could not talk about <i>politics</i> during the occasion	Dia tidak bisa membicarakan tentang <i>politik</i> selama kegiatan	

According to the students' translation above the researcher conclude few student correctly to translate this intra-system shift, "politics" being "politik" is correct translation and the students' still doubt about that because in intra-system shift, the main point is about the differences rule between source language and target language especially for plural and singular in English with Indonesia. Word "politics" to "politik" which consist on (politik + s) . The "s" that is plural condition. Meanwhile *Kamus Besar Bahasa Indonesia*, "politik"(singular).

Data 4

Table 4.30
Intra-System Shift

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
ISS 19	He called on his <i>supporters</i> to continue the fight during the 2019 presidential and legislative elections	Dia mengajak <i>pendukungnya</i> untuk melanjutkan pertarungan selama pemilihan presiden dan legislatif	Dia mengajak <i>pendukung-pendukungnya</i> untuk melanjutkan pertarungan selama pemilihan presiden dan legislatif

According to the students' translation above the researcher conclude few student correctly to translate this intra-system shift, "his supporters" being "pendukungnya" is correct translation and the students' still doubt about that because in intra-system shift, the main point is about the differences rule between source language and target language especially for plural and singular in English with Indonesia. Word "his" (pronoun) + "supporters" (nomina). Meanwhile in Indonesia "nya" (pronoun) + "pendukung" (noun). Word "supporters" to "pendukung" which consist on (supporter + s) . The "s" that is plural condition. Meanwhile *Kamus Besar Bahasa Indonesia*, "pendukung" (singular). Student will be able to understand it easier if they know about singular and plural. According to Newmark they used faithful translation and few student correct and the rest is incorrect.

The Implication from the research in the students on fifth semester of TBI IAIN Bengkulu that some students were unable to translate the category shift correctly and sometimes did not fit the context when they translate it. Only some students were able to translate the category shift correctly even in certain types of category shift. From the researcher examined, this is because linguistic competence of some students is still low, students in the fifth semester do not have too much mastery of vocabulary or understand about grammar or form in English.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, it was conclude that the students' ability in translating category shift in "Anti-Ahok protesters, opposition camp mark 212 rally anniversary" news. The researcher found that the students' average in total score for all category shift was 79,7 which category was "very good". Moreover, the researcher also concluded that the students' ability was dominant in category shift type of unit shift because generally it just used free translation. In other hand, the students' low ability in translate intra-system shift.

In addition the researcher also analysis the students' translation for each category shift which the result related to the students' score, but the reseacher also put in the table correct and incorrect translation. Thus, the students ability of five semester in PBI (IAIN) Bengkulu was very good.

B. Suggestion

Based on the conclusion above, the researcher would like to suggest that the students have to learn more about translation teories, especially types of translation shift which are level shift and category shift. Student must look at the context and do not always use word to word translation. Then, they should improve their translation skill with practice to get the experience and knowledge in translation. Last, student must learn more about grammatical structure which contain morpheme, lexicon, word, phrase, clause even sentence.

Moreover, the researcher also suggest for the teacher or the lecturer that they have to explain more about translation theories. They must tell to students when they have to use

category shift to adapt the meaning related to situation, especially intra-system shift. Thus, the researcher hope that the result this thesis of an analysis Students' ability in translating category shift will make the reader interest in learning translation containing the category shift.

APPENDIC 1

RENCANA PEMBELAJARAN SEMESTER (RPS)

Mata Kuliah	:	Teori Penerjemahan
Kode Mata Kuliah	:	
Semester	:	3 dan 4
Jumlah SKS	:	3
Sifat Mata Kuliah	:	Wajib Secara Nasional
Koordinator Mata Kuliah	:	Pebri Prandika Putra, M.Hum
Evaluasi	:	1. UTS (30%) 2. UAS (30%) 3. Tugas (20%) 4. Absen (20%)
Cara Penilaian	:	Menggunakan Sistem Akademik Kampus Online
Capaian Pembelajaran: Translation atau mata kuliah penerjemahan merupakan mata kuliah yang akan mengarahkan pemikiran mahasiswa untuk melihat peluang lain di luar dunia pendidikan seperti menjadi seorang penerjemah, interpreter, kritikus film, novel terjemahan, editor dan lain sebagainya. Pada awalnya mahasiswa akan menguasai teori-teori penerjemahan yang akan mereka dapatkan pada translation tahap satu. Setelah menguasai teori penerjemahan, mahasiswa akan mencapai target pada translation tahap dua untuk mampu menerjemahkan teks dengan mengaplikasikan teknik, shift, ideology dan metode yang mereka telah dapatkan. Lebih dari itu mahasiswa akan diberikan bekal untuk menjadi kritikus terjemahan, editor dan ahli bahasa.		

Minggu Ke-	Kemampuan Akhir yang Diharapkan	Bahan Kajian	Bentuk Pembelajaran	Waktu Belajar	Kriteria Penilaian	Bobot Nilai
1	- Ada dalam PBM Translation - Membuat Kelompok Diskusi	Kontrak Kuliah	Ceramah dan Tanya Jawab			
2	- Mampu memahami definisi dari penerjemahan itu sendiri menurut berbagai ahli, dan ilmu penerjemahan. - Mahasiswa dapat menjelaskan jenis penerjemahan menurut Nida dan Taber - Mampu menjelaskan prosedur Penerjemahan	<i>What is Translation ?</i>	- Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi - Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut	150 Menit	- Tes Tulis - Penugasan - Presentasi	80
3	- Mampu menjelaskan setidaknya 20 teknik penerjemahan beserta contoh yang dibuat oleh mahasiswa - Mampu menemukan cara atau strategi penerjemahan untuk menemukan padanan yang benar dan diterima ke dalam BSa	<i>Translation Techniques</i>	- Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi - Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut	150 Menit	- Tes Tulis - Penugasan - Presentasi	80
4	- Mampu menjelaskan 5 pergeseran penerjemahan yang dikembangkan oleh Catford	<i>Translation Shift</i>	- Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi	150 Menit	- Tes Tulis - Penugasan - Presentasi	80

	- Memahami prinsip-prinsip pergeseran dalam penerjemahan baik pergeseran secara struktur maupun makna		- Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut			
5	- Mampu menemukan jenis-jenis teks dalam penerjemahan yang melibatkan kaidah linguistik yang benar - Mampu menjelaskan teks dengan prinsip hermeneutika, derida dan dekonstruksi teks - Mampu memahami model organon tentang teori pragmatis teks	<i>Translation Text</i>	- Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi - Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut	150 Menit	- Tes Tulis - Penugasan - Presentasi	80
6	- Mampu menjelaskan ideologi domestik dan foreignisasi yang mempengaruhi sebuah terjemahan - Mampu memahami tentang ideologi yang berkaitan dengan politik, sexism, dan agama	<i>Translation Ideology</i>	- Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi - Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut	150 Menit	- Tes Tulis - Penugasan - Presentasi	80
7	- Mampu memahami konsep keberterimaan dan keterbacaan dalam penerjemahan - Mampu menghubungkan teks dan makna yang sebenarnya	<i>Analysis Meaning</i>	- Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi - Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut	150 Menit	- Tes Tulis - Penugasan - Presentasi	80

	- Mampu memaparkan beberapa jenis makna dalam penerjemahan					
8	- Mampu menjelaskan etika seorang penerjemah - Mampu menjelaskan peran penerjemah - Mampu menjelaskan hubungan penerjemah dengan produk yang dibuatnya	<i>Translation and Relevance</i>	- Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi - Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut	150 Menit	- Tes Tulis - Penugasan - Presentasi	80
9	MID SEMESTER					
10	- Melihat dengan cermat bagaimana perkembangan dunia penerjemahan di era informasi teknologi saat sekarang - Mampu melihat dan menganalisis kesalahan-kesalahan dalam penerjemahan menggunakan mesin penerjemahan	<i>Translation in the information technology era</i>	- Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi - Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut	150 Menit	- Tes Tulis - Penugasan - Presentasi	80
11	- Mampu mengkritik terjemahan dengan prinsip anotasi penerjemahan - Mampu memahami kritik dari sudut pandang penerjemah dan kritikus - Mampu menilai terjemahan melalui Resensi	<i>Translation Criticism</i>	- Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi - Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut	150 Menit	- Tes Tulis - Penugasan - Presentasi	80

12	<ul style="list-style-type: none"> - Mampu Memahami prinsip-prinsip analisis kontranstif - Mampu menjelaskan prinsip mikro dan makro linguistik berkaitan dengan dunia penerjemahan 	<i>Contrastive Analysis and Mikcro Linguistics</i>	<ul style="list-style-type: none"> - Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi - Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut 	150 Menit	<ul style="list-style-type: none"> - Tes Tulis - Penugasan - Presentasi 	80
13	<ul style="list-style-type: none"> - Mampu menerapkan teknik Interpretasi (Interpretation) atau penerjemahan lisan - Mampu mempraktikan menjadi penerjemah lisan 	<i>Interpretation</i>	<ul style="list-style-type: none"> - Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi - Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut 	150 Menit	<ul style="list-style-type: none"> - Tes Tulis - Penugasan - Presentasi 	80
14	<ul style="list-style-type: none"> - Mahasiswa mampu memahami prinsip-prinsip penyuntingan dan penerbitan - Mampu melakukan penyuntingan teks 	<i>Editing Teks</i>	<ul style="list-style-type: none"> - Ceramah/ Orientasi - Brainstroming - Presentasi - Diskusi - Review dan Penyimpulan bersama - Evaluasi dan tidak lanjut 	150 Menit	<ul style="list-style-type: none"> - Tes Tulis - Penugasan - Presentasi 	80
15	Mahasiswa diminta untuk memilih; 1. Melakukan Small Research berkaitan dengan permasalahan penerjemah, atau 2. Menerjemahkan sedikitnya teks minimal 1500 kata	Praktik	Self Presentation			
16	UAS					

Bengkulu, 28 November 2016

Dosen Pengampu,

Pebri Prandika Putra, M.Hum

A P P E N D I X

APPENDIC 2

Please Translate The News Below Into Indonesia!

Anti-Ahok protesters, opposition camp mark 212 rally anniversary
Islamist groups and the opposition camp held a major rally marking the 2016 anti-Ahok rally in Jakarta on Sunday with a call for Muslims to shun political parties that backed the imprisoned former governor in the 2017 Jakarta election.

A group calling itself the 212 Rally Alumni was established to gather people who were involved in the rally on Dec. 2, 2016, to call for the prosecution of then-Jakarta governor Basuki “Ahok” Tjahaja Purnama, a Christian of Chinese descent, for blasphemy.

The rally drew a huge turnout, possibly the biggest show of force from the opposition camp and the Islamist groups, which have long had a troubled relationship with President Joko “Jokowi” Widodo, after the campaign season kicked off in September.

The incumbent is running for reelection in the 2019 presidential election, facing his old rival Prabowo Subianto of Gerindra Party and running mate Sandiaga Uno, the former deputy governor of Jakarta.

Thousands of people, mostly wearing white clothes, had gathered at the National Monument (Monas) square since Saturday night. While most of them came from Greater Jakarta, there were also others who came from other regions, such as Central Java’s Surakarta.

Apart from Monas square, other rally goes also crowded the area around the Horse Statue in Central Jakarta – located roughly 1-kilometer from the monument. Some people eventually decided not to join the rally as there was no room left, *The Jakarta Post* observed.

Presidential candidate and Gerindra Party chairman Prabowo Subianto attended the rally, as well as Jakarta Governor Anies Baswedan, who beat Ahok in the 2017 election.

They were present alongside officials from political parties supporting Prabowo and his running mate Sandiaga, including National Mandate Party (PAN) founder Amien Rais and party chairman Zulkifli Hasan, as well as Gerindra deputy chairman and House of Representatives Deputy Speaker Fadli Zon.

The committee, however, omitted their intention to invite President Joko “Jokowi” Widodo to attend the rally. The committee issued a circular, as reported by tempo.co, that said it decided not to invite the President because Jokowi “was seen as opposing the rally and tried to incriminate clerics.”

On Sunday morning, President Jokowi was scheduled to visit Bogor, West Java. Making a speech during the rally, Prabowo said he could not talk much because he “bears the task of being a presidential candidate; therefore, he could not talk about politics during the occasion.”

“I’d like to thank the committee for inviting me today. I’m proud of seeing millions of Indonesians, millions of Muslims, gathering here peacefully,” he added.

During the rally, the committee played a recording of a speech by firebrand cleric and Islam Defenders Front (FPI) leader Rizieq Shihab. Later, the cleric joined the rally through a phone call from Saudi Arabia.

He called on his supporters to continue the fight during the 2019 presidential and legislative elections.

“During the 2019 elections, it is *haram* [forbidden] for us to vote for presidential and legislative candidates backed by parties supporting the blasphemer. Let’s vote for presidential and vice presidential candidates based on the decision of Ijtima Ulama [the consensus of the ulema],”

A 51-year-old rally goes from West Jakarta, Sukarno, said the rally was meant to tighten the relationship among Muslims.

“There’s no political interest [behind the rally] or any intention of supporting certain candidates,” Sukarno said. Minutes after talking to the *Post*, he welcomed Rizieq’s call to reject candidates backed by parties that supported Ahok .

Another participant from Bandung, Hendra, 22, said he would follow the call to support candidates produced from Ijtima Ulama “because it’s a mutual agreement.”

The crowd began to clear Monas square at 11:15 a.m. as the rally concluded.

PPENDIC 3

Table of Correct Category Shift

NO.	Source Language	Target Language (Students' Translation)
1.	<i>Islamist groups</i> and the opposition camp held a major rally	<i>Kelompok-kelompok islam</i> dan kubu oposisi mengadakan unjuk rasa besar-besaran
2.	... that backed the imprisoned <i>former governor</i> in the 2017 Jakarta election	... yang mendukung dipenjarakan mantan gubernur di pemilihan Jakarta 2017
3.	...former governor in the 2017 <i>Jakarta election</i> mantan gubernur di <i>pemilihan jakarta</i> tahun 2017
4.	The rally drew a <i>huge turnout</i>	Unjuk rasa itu menarik <i>perhatian yang sangat besar</i>
5.	The <i>incumbent</i> is running for reelection in the 2019	<i>Pemegang jabatan</i> sedang menjalankan pemilihan ulang di tahun 2019
6.	... facing his <i>old rival</i> Prabowo Subianto	... menghadapi <i>lawan lamanya</i> Prabowo Subianto
7.	Prabowo Subianto of <i>Gerindra Party</i> and running mate Sandiaga Uno	Prabowo Subianto dari <i>partai Gerindra</i> dan teman seperjuangannya Sandiaga Uno
8.	Thousands of people, mostly wearing <i>white clothes</i>	Ribuan orang, kebanyakan menggunakan <i>pakaian putih</i>
9.	... had gathered at the National Monument (Monas) square since <i>Saturday night</i>	... telah berkumpul di halaman monumen nasional (Monas) sejak <i>sabtu malam</i>
10.	While most of them came from <i>Greater Jakarta</i>	Meskipun kebanyakan dari mereka datang dari <i>daerah khusus ibukota Jakarta</i>
11.	there were also others who came from <i>other regions</i> , such as Central Java's Surakarta	Ada juga yang lain datang dari <i>daerah lain</i> , seperti Jawa Tengah, Surakarta
12.	other rally goes also crowded the area around the <i>Horse Statue</i> in Central Jakarta	Unjuk rasa lain juga ramai di daerah sekitar <i>Patung Kuda</i> di Jakarta Pusat
13.	Some people eventually decided not to join the rally as there was <i>no room left</i>	Beberapa orang akhirnya memutuskan tidak ikut unjuk rasa karena <i>penuh</i>
14.	<i>Presidential candidate</i> and Gerindra Party chairman Prabowo Subianto attended the rally	Kandidat Presiden dan Ketua partai Gerindra Prabowo Subianto menghadiri pertemuan
15.	...including National Mandate Party (PAN) founder Amien Rais and <i>party</i>	...termasuk pendiri Partai Amanat Nasional (PAN) Amien Rais dan <i>ketua partai</i> Zulkifli Hasan

	<i>chairman</i> Zulkifli Hasan	
16.	On Sunday morning, President Jokowi was scheduled to visit Bogor, <i>West Java</i>	Di hari Minggu, Presiden Jokowi di jadwalkan untuk mengunjungi Bogor, <i>Jawa Barat</i>
17.	he could not talk about <i>politics</i> during the occasion	Dia tidak bisa membicarakan tentang <i>politik</i> selama kegiatan
18.	Later, the cleric joined the rally through a <i>phone call</i> from Saudi Arabia.	Kemudian, ulama mengikuti unjuk rasa melalui <i>panggilan telepon</i> dari Saudi Arabia.
19.	He called on his <i>supporters</i> to continue the fight during the 2019 presidential and legislative elections	Dia mengajak <i>pendukungnya</i> untuk melanjutkan pertarungan selama pemilihan presiden dan legislatif 2019
20.	A 51-year-old rally goes from <i>West Jakarta</i> , Sukarno	Seorang 51 tahun pergi mengikuti unjuk rasa dari <i>Jakarta Barat</i> , Sukarno
21.	“There’s no <i>political interest</i> [behind the rally] or any intention of supporting certain candidates	“Tidak ada <i>ketertarikan politik</i> (di belakang unjuk rasa ini) atau ada niat untuk mendukung kandidat tertentu
22.	he welcomed <i>Rizieq’s call</i> to reject candidates backed by parties that supported Ahok .	Dia menerima <i>ajakan rizieq</i> untuk menolak kandidat yang didukung partai pendukung Ahok
23.	<i>Another participant</i> from Bandung, Hendra	<i>Peserta lain</i> dari Bandung, Hendra
24.	Hendra, 22, said he would follow the call to support candidates produced from Ijtima Ulama “because it’s a <i>mutual agreement</i> .”	Hendra, 22, berkata dia akan mengikuti ajakan untuk mendukung kandidat hasil dari Ijtima Ulama “karena itu <i>kesepakatan bersama</i> ”
25.	The crowd began to clear <i>Monas square</i> at 11:15 a.m	Kerumunan mulai mengosongkan <i>halaman Monas</i> pukul 11.15 WIB.

Bengkulu,

2019

Translation Lecturer

Pebri Prandika

Putra, M. Hum

NIDN. 2003028901

APPENDIC 4

ATTENDANCE LIST

NO.	Name	Attendance
1.	Arin Dwi Oktarinda	
2.	Wini Ranti	
3.	Yoga Prianto	
4.	Ardo Jumriansyah	
5.	Deby Patricia	
6.	Liza Rahmawati	
7.	Istia Fransiska	
8.	Melani	
9.	Okta Junaidi	
10.	Levina Fatimah	
11.	Sandra Hidayat	
12.	Enyla Rama Rani	
13.	Sri Wahyuni	
14.	Temmy Syahara	
15.	Resmi Hartati	
16.	Citra Muslimah	
17.	Deajeng Sari Purnama	
18.	Raesita Sekar Mentari	
19.	Ayu Mayang Sari	
20.	Rahma Fitriani	
21.	Muhammad Ismail Kadas	
22.	Sukirman	
23.	Lia Pertiwi	
24.	Sri Novianti	
25.	Anisa Safitri	

Bengkulu,

2019

Translation Lecturer

Pebri Prandika
Putra,M.Hum
NIDN. 2003028901

APPENDIC 5

TRANSLATION EVALUATION SCORE IN CATEGORY SHIFT (STRUCTURE SHIFT)

NO RESPONDENT	CORRECT FORM		INCORRECT FORM		TOTAL ITEMS
	F	(%)	F	(%)	
1	11	91,7%	1	8,3%	12
2	11	91,7%	1	8,3%	12
3	12	100%	0	0%	12
4	10	83,3%	2	16,7%	12
5	11	91,7%	1	8,3%	12
6	10	83,3%	2	16,7%	12
7	10	83,3%	2	16,7%	12
8	9	75%	3	25%	12
9	11	91,7%	1	8,3%	12
10	9	75%	3	25%	12
11	12	100%	0	0%	12
12	11	91,7%	1	8,3%	12
13	12	100%	0	0%	12
14	12	100%	0	0%	12
15	11	91,7%	1	8,3%	12
16	12	100%	0	0%	12
17	12	100%	0	0%	12
18	10	83,3%	2	16,7%	12
19	10	83,3%	2	16,7%	12
20	9	75%	3	25%	12
21	9	75%	3	25%	12
22	10	83,3%	2	16,7%	12
23	11	91,7%	1	8,3%	12
24	12	100%	0	0%	12
25	10	83,3%	2	16,7%	12
	267	85%	33	15%	300

TRANSLATION EVALUATION SCORE IN CATEGORY SHIFT (CLASS SHIFT)

NO RESPONDENT	CORRECT FORM		INCORRECT FORM		TOTAL ITEMS
	F	(%)	F	(%)	
1	4	80%	1	20%	5
2	3	60%	2	40%	5
3	3	60%	2	40%	5
4	2	40%	3	60%	5
5	3	60%	2	40%	5
6	3	60%	2	40%	5
7	3	60%	2	40%	5
8	2	40%	3	60%	5
9	4	80%	1	20%	5
10	4	80%	1	20%	5
11	4	80%	1	20%	5
12	4	80%	1	20%	5
13	2	40%	3	60%	5
14	4	80%	1	20%	5
15	5	100%	0	0%	5
16	3	60%	2	40%	5
17	3	60%	2	40%	5
18	5	100%	0	0%	5
19	4	80%	1	20%	5
20	4	80%	1	20%	5
21	3	60%	2	40%	5
22	4	80%	1	20%	5
23	4	80%	1	20%	5
24	5	100%	0	0%	5
25	3	60%	2	40%	5
	89	70%	36	30%	125

TRANSLATION EVALUATION SCORE IN CATEGORY SHIFT (UNIT SHIFT)

NO RESPONDENT	CORRECT FORM		INCORRECT FORM		TOTAL ITEMS
	F	(%)	F	(%)	
1	4	100%	0	0%	4
2	4	100%	0	0%	4
3	3	75%	1	25%	4
4	3	75%	1	25%	4
5	4	100%	0	0%	4
6	4	100%	0	0%	4
7	3	75%	1	25%	4
8	4	100%	0	0%	4
9	4	100%	0	0%	4
10	4	100%	0	0%	4
11	4	100%	0	0%	4
12	4	100%	0	0%	4
13	3	75%	1	25%	4
14	3	75%	1	25%	4
15	4	100%	0	0%	4
16	4	100%	0	0%	4
17	4	100%	0	0%	4
18	4	100%	0	0%	4
19	3	75%	1	25%	4
20	4	100%	0	0%	4
21	4	100%	0	0%	4
22	4	100%	0	0%	4
23	4	100%	0	0%	4
24	4	100%	0	0%	4
25	4	100%	0	0%	4
	94	94%	6	6%	100

TRANSLATION EVALUATION SCORE IN CATEGORY SHIFT (INTRA-SYSTEM SHIFT)

NO RESPONDENT	CORRECT FORM		INCORRECT FORM		TOTAL ITEMS
	F	(%)	F	(%)	
1	1	25%	3	75%	4
2	3	75%	1	25%	4
3	3	75%	1	25%	4
4	1	25%	3	75%	4
5	1	25%	3	75%	4
6	1	25%	3	75%	4
7	1	25%	3	75%	4
8	2	50%	2	50%	4
9	2	50%	2	50%	4
10	3	75%	1	25%	4
11	3	75%	1	25%	4
12	2	50%	2	50%	4
13	1	25%	3	75%	4
14	3	75%	1	25%	4
15	2	50%	2	50%	4
16	3	75%	1	25%	4
17	3	75%	1	25%	4
18	1	25%	3	75%	4
19	1	25%	3	55%	4
20	1	25%	3	75%	4
21	4	100%	0	0%	4
22	2	50%	2	50%	4
23	1	25%	3	75%	4
24	3	75%	1	25%	4
25	1	25%	3	75%	4
	49%	49%	51	51%	100

APPENDIC 6

The Students' Total Score

No Respondent	Types of Category Shift				Total Correct	Score
	Structure Shift	Class Shift	Unit Shift	Intra- System shift		
	Frequency					
1	11	4	4	1	20	80
2	11	3	4	3	21	84
3	12	3	3	3	21	84
4	10	2	3	1	16	64
5	11	3	4	1	19	76
6	10	3	4	1	18	72
7	10	3	3	1	17	68
8	9	2	4	2	17	68
9	11	4	4	2	21	84
10	9	4	4	3	20	80
11	12	4	4	3	23	92
12	11	4	4	2	21	84
13	12	2	3	1	18	72
14	12	4	3	3	22	88
15	11	5	4	2	22	88
16	12	3	4	3	22	88
17	12	3	4	3	22	88
18	10	5	4	1	20	80
19	10	4	3	1	18	72
20	9	4	4	1	18	72
21	9	3	4	4	20	80
22	10	4	4	2	20	80
23	11	4	4	1	20	80
24	12	5	4	3	24	96
25	10	3	4	1	18	72
Total						1992
Average						79.7

The Classification of Students's Score

NO	Score	Total	Criteria
1	80-100	16	Excellent
2	70-79	6	Very Good
3	60-69	3	Average
4	50-59	0	Poor
5	<49	0	Very Poor