



**THE IMPLEMENTATION OF FORMAL SHIFTS
IN ACHIEVING SEMANTIC EQUIVALENCE
IN THE ENGLISH-INDONESIAN TRANSLATION OF YULE'S
*PRAGMATICS***

THESIS

**submitted in partial fulfilment of the requirements
for the degree of *Magister Pendidikan* in English Language Education**

by

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**ENGLISH LANGUAGE EDUCATION
PASCASARJANA
UNIVERSITAS NEGERI SEMARANG
2019**

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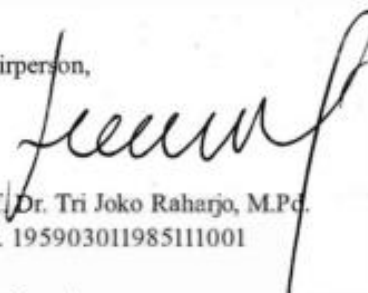
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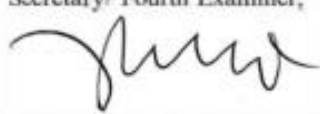
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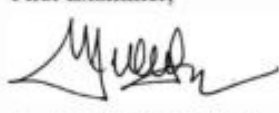
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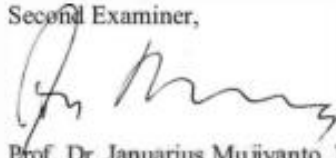
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PERNYATAAN KEASLIAN

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Menyatakan bahwa yang tertulis dalam Thesis yang berjudul "**The Implementation of Formal Shifts in Achieving Semantic Equivalence in the English-Indonesian Translation of Yule's *Pragmatics***" ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam Thesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini saya **secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

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Yang membuat pernyataan,



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MOTTO AND DEDICATION

Motto:

“Translation is that which transforms everything so that nothing changes”

- Gunter Grass -

Dedication:

This thesis is dedicated to my family,
friends, and colleagues in Universitas
Negeri Semarang.

ACKNOWLEDGEMENTS

I wish to praise Allah for giving me the inspiration, blessing, patience, strength, and spirit to accomplish this thesis.

I would like to express my sincere gratitude to Dr. Rudi Hartono, S.S., M.Pd. as the first advisor and Prof. Dr. Januarius Mujiyanto, M.Hum. as the second advisor for giving their time to guide, help, and advise me patiently during the consultation of this thesis. I also thank to all the lecturers and staffs of Pascasarjana, Universitas Negeri Semarang who taught me during my study.

My deepest gratitude is dedicated to my family, friends, and colleagues who always give me support, inspirations, and time to share.

Hopefully, this thesis will be beneficial and I welcome any suggestions for the improvement in the future.

Semarang, May 20th, 2019

Muhammad Aulia Taufiqi

ABSTRACT

Taufiqi, Muhammad Aulia, 2019. *The Implementation of Formal Shifts in Achieving Semantic Equivalence in the English-Indonesian Translation of Yule's Pragmatics*. Thesis. English Language Education. Pascasarjana. Universitas Negeri Semarang. Advisor I: Dr. Rudi Hartono, S.S., M.Pd., Advisor II: Prof. Dr. Januarius Mujiyanto, M.Hum.

Keyword: Formal Shifts, Semantic Equivalence, Translation, Yule's Pragmatic

Translation acts as a bridge of communication and relation among people who speak different languages. This study aims to analyze the implementation of formal shifts in achieving semantic equivalence in the English-Indonesian translation of *Yule's pragmatics*.

This study uses descriptive qualitative as a research methodology. In order to collect the data, the researcher uses document and questionnaire. The questionnaire is distributed to two experts reader in order to check the quality in term of accuracy, acceptability, and readability.

There are two main aspects which analyzed in this study. They are level and category shifts. The findings presents that structure shift is the most common shift appears in this study. It was 65 times. Then followed by unit shift which appears 41 times, class shift and intra-system shift appear 30 times, and the last is level shift which appears 4 times. The total number of data is 98 from three chapters selected. Related to the research questions, level shifts occurs from grammatical to lexical. It is influenced by the difference of meaning between source and target language. Then, category shifts, it can be concluded that every type of category shift has difference role in translation.

It can be concluded that translation shifts can be occurred anytime. The occurrence of translation shifts does not guarantee anything in achieving meaning in a sentence. This is influenced by the translator itself in how the translator translates the source language into the target language. The translator must consider everything that involves source language, target language, how does the translation shifts occur and the achievement of meaning.

ABSTRAK

Taufiqi, Muhammad Aulia. 2019. *Implementasi Pergeseran Formal Terhadap Pencapaian Kesepadanan Makna Semantik dalam penerjemahan Inggris-Indonesia dalam Yule's Pragmatics*. Tesis. Pendidikan Bahasa Inggris. Pascasarjana. Universitas Negeri Semarang. Pembimbing I: Dr. Rudi Hartono, S.S., M.Pd., Pembimbing II: Prof. Dr. Januarius Mujiyanto, M.Hum.

Kata kunci:

Penerjemahan bertindak sebagai jembatan komunikasi dan hubungan di antara orang-orang yang berbicara bahasa yang berbeda. Penelitian ini bertujuan untuk menganalisis pengaruh pergeseran formal terhadap pencapaian makna semantik dalam terjemahan pragmatik Yule dalam bahasa Inggris-Indonesia.

Penelitian ini menggunakan metode deskriptif kualitatif. Untuk mengumpulkan data, peneliti menggunakan dokumen dan kuesioner. Kuesioner didistribusikan kepada dua pembaca ahli untuk memeriksa kualitas dalam hal akurasi, penerimaan, dan keterbacaan.

Ada dua aspek utama yang dianalisis dalam penelitian ini; yaitu pergeseran tingkat (*level*) dan kategori (*category*). Temuan ini menunjukkan bahwa pergeseran struktur adalah pergeseran yang paling umum muncul dalam penelitian ini. Terdapat 65 kali temuan pergeseran struktur. Kemudian diikuti oleh pergeseran unit yang muncul 41 kali, pergeseran kelas dan pergeseran intra-sistem muncul dengan jumlah yang sama yaitu 30 kali, dan yang terakhir adalah pergeseran tingkat yang muncul 4 kali. Jumlah keseluruhan data adalah 98 yang diambil dari tiga bab yang dipilih. Terkait dengan pertanyaan penelitian, pergeseran tingkat terjadi dari gramatikal ke leksikal. Hal ini dipengaruhi oleh perbedaan makna antara bahasa sumber dan bahasa target. Kemudian, pergeseran kategori, dapat disimpulkan bahwa setiap jenis pergeseran kategori memiliki peran yang berbeda dalam penerjemahan.

Dapat disimpulkan bahwa pergeseran terjemahan dapat terjadi kapan saja. Terjadinya pergeseran terjemahan tidak menjamin apa pun dalam mencapai makna dalam sebuah kalimat. Hal ini juga sangat dipengaruhi oleh penerjemah itu sendiri dalam bagaimana penerjemah menerjemahkan bahasa sumber ke bahasa target. Penerjemah harus mempertimbangkan segala sesuatu yang melibatkan bahasa sumber, bahasa target, bagaimana pergeseran terjemahan terjadi dan pencapaian makna.

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CHAPTER I

INTRODUCTION

This chapter provides several points related to the introduction. Those are started from background of the study, then followed by the reasons for choosing the topic and will be continued by research problems, objectives, significance, and scope of the study including definitions of key terms and outline of the report.

1.1 Background of the Study

Translation is not something new nowadays. It is partly the impact of language differences used by people to communicate. People use both spoken or written form to communicate with others in their environment (Hartono, 2014, p. 249).

Translation acts as a bridge of communication and relation among people who speak different languages (Kantiastuti, 2014, p. 1). As a mean of communication, translation can be used for multilingual notices such as reports, papers, articles, correspondence, textbooks, advice and recommendations for every branch of knowledge (Newmark, 1988, p. 7). Translation may be employed to verify whether messages contained in a source language are readily presented in a target one (Mujiyanto, 2011, p. 57). Therefore, translating is very necessary for conveying the meaning of one language to another language.

Meaning is very important to be understood in translating. Newmark (1988) defines translation as rendering the meaning of a text into another language in the way that the author intended the text. In addition, translation is the

replacement of textual material in one language (source language) by equivalent textual material in another language (target language) (Catford, 1978, p. 20). In line with Catford, Hartono (2011) argues that translators should be able to find out the closest and most natural meaning of words for the target language they aim (p. 1). The messages that translated by translators also should contains the meaning (Hartono, 2014, p. 183). Moreover, translation as the result of a linguistic-textual operation in which a text in one language is re-contextualized in another language (House, 2015, p. 2). So, every activity which done by translators should consider the meaning of the *source language* (SL) and *target language* (TL) in order to make the message of the text conveyed clearly to the readers.

The globalization era makes people in Indonesia aware to study foreign language especially English. According to Safitri and Faridi (2017), English is a global language that is universally used as a tool for communication both in spoken and written forms by most people in the world. It is learned by most of people because English has been an International language (p. 280). In line with this statement, Safari and Fitriati (2016) stated that English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, there is a demand for speakers who can use English effectively in every country (p. 88). In learning English, students especially in English department, use many books as their references. Most of the books are written in English. However, there are many books that have been translated into Indonesian. It aims to make learners easy in understanding the content of the book. In fact, they still face some difficulties to understand the material due to the

different aspects of the source language and the target language. According to Lestyanawati, Hartono, and Sofwan (2014), that is occurred because there are some techniques involved in the translation process in order to achieve the equivalence of the translated works (p. 91). For example, the sentence “*adjacency pairs are not simply contentless noises in sequence.*” (Yule’s *Pragmatics* book, 1996, p. 78). In that book, it is translated to be “*Pasangan ajasensi sebenarnya merupakan kegaduhan yang mengandung makna dalam tata urutan bicara*”. In this case, there are many things that should be reconsidered. First, translator added the word “*kegaduhan*” in the target language which is literally not found in the source language. The translator tries to increase the meaning but it is confusing the readers. Then, it does not have semantic meaning because the phrase “*sebenarnya merupakan kegaduhan yang mengandung makna*” is not equal as “*are not simply contentless*”. Therefore, they are more comfortable using the original version than Indonesian. This occurs because there are many words, phrases, or even clauses that cannot be understood easily by the readers after translated into Indonesian.

There are many things less accurate done by the translators in translating. This, sometimes, occurs because the translators do not pay attention to the result of their works. Kovács (2008) stated that translator should be aware of his role because he will produce a good translation, namely the qualified translation that is easy to understand and looks like a natural translation product and helpful as a source of information (p. 5). However, there are meanings that are easily translated (translatable) and not even difficult to be translated (untranslatable)

(Hartono, 2014, p. 667). A translator must be able to comprehend the source text in the source language, and then render the text in the target language for comprehension by the target readers (Yuliasri, 2015, p. 389). Therefore, translators should give more attention in their translation.

Translating is a difficult task; it needs a complex set of competence (Yuliasri, 2016, p. 325). In line with Yuliasri, Budiana, Sutopo, and Rukmini (2017) stated that translating is not an easy task because each language has its own rules in phonetic, structure and word (p. 2). Although it is difficult, many people compete to be translators such as foreign language students, teachers, lecturers, or people who mastered more than two languages. They try to translate from small to large things such as short stories, articles, books, novels, or movies subtitle. Hartono (2015) argued that translating is a complex and complicated process because it is not only rendering forms of language but also transferring meanings and styles of culture (p. 129). The meaning should be similar (same), accurate, natural, and communicative with the source language into the target language. Sari and Yuliasri (2017) added that the translation process is needed to obtain a high quality of translation in target language or at least equal with the source language. Moreover, Bassnett (2005) argued that translation needs a great deal of skill, preparation, knowledge, and an intuitive feeling for the texts more than just dictionary (p. 52). So, it is very important for the translators considering the meaning in translating a text, especially a book.

Based on the explanation above, the writer analyses Yule's "*Pragmatics*" which translated by Indah Fajar Wahyuni. In this study, the writer focuses on the

implementation of formal shifts in achieving semantic equivalence. Therefore, the writer conducts a study entitled “The Implementation of Formal Shifts in Achieving Semantic Equivalence in the English-Indonesian Translation of Yule’s *Pragmatics*”.

1.2 Reasons for Choosing the Topic

There are two reasons why the writer chooses this topic for his thesis. First, shifts in translation are something which should be considered for the translators. As asserted by Akbari (2012), the notion of ‘shift’ is admittedly one of the most important areas to be investigated (p. 576). During the process of translation, shifts potentially arise because of language differences between source and target language. Therefore, it is very important to comprehend more about shifts. If there are many misses in translating words, phrases, or even clauses, it will greatly affect the result of translation. By that, the translator of the mastery of reading comprehension is required in the source language and writing in the target language. Therefore, shifts are one thing that translators must consider in translating. So, the result of the translation will be clearly understood.

Second, since English becomes very important language in the world, people in Indonesia begin to learn English especially college students. They learn English from many sources. One of the common sources is a book. Book is used by teachers and students as a reference in understanding theories or concepts which are being learned. As one of valuable sources of knowledge books are used by lots of people around the world (Putri, Hartono & Yuliasri, 2018, p. 2).

Recently, there are many books used by college students written in English. However, not all of them understand English well. As a result, there are many books translated into Indonesia. It aims to help the students to get better understanding of the content of the books. Most of them are easy to be understood but some of them make the readers confused, whereas, they are native of Indonesian. This is caused by the translators who less accurate in translating. One of the common translation mistakes which are frequently found is shifts.

As a foreign learner, there are many books written in English. One of the books which written and translated in Indonesia is '*Pragmatics*' book which is written by George Yule. The book is commonly used by foreign students in learning pragmatics. It is very important to analyze the formal shifts of the book since it is published in Indonesian language.

1.3 Research Problems

Based on the background of the study above, the writer formulates the research problems as follows:

How is the implementation of formal shifts in achieving semantic equivalence in the English-Indonesian translation of Yule's *Pragmatics*?

1. How is the implementation of level shifts in achieving semantic equivalence in the English-Indonesian translation of Yule's *Pragmatics*?
2. How is the implementation of category shifts in achieving semantic equivalence in the English-Indonesian translation of Yule's *Pragmatics*?

- a. How is the implementation of structure shift in achieving semantic equivalence in the English-Indonesian translation of Yule's *Pragmatics*?
- b. How is the implementation of class shift in achieving semantic equivalence in the English-Indonesian translation of Yule's *Pragmatics*?
- c. How is the implementation of unit shift in achieving semantic equivalence in the English-Indonesian translation of Yule's *Pragmatics*?
- d. How is the implementation of intra-system shift in achieving semantic equivalence in the English-Indonesian translation of Yule's *Pragmatics*?

1.4 Objectives of the Study

Based on the research problems, the writer arranged the objectives of study as follows:

To analyze formal shifts in the English-Indonesian translation of Yule's *Pragmatics* in order to explain its implementation in achieving semantic equivalence.

1. To analyze level shift in the English-Indonesian translation in order to explain its implementation in achieving semantic equivalence.
2. To analyze category shifts in the English-Indonesian translation in order to explain its implementation in achieving semantic equivalence.
 - a. To analyze structure shift in the English-Indonesian translation in order to explain its implementation in achieving semantic equivalence.
 - b. To analyze class shift in the English-Indonesian translation in order to explain its implementation in achieving semantic equivalence.

- c. To analyze unit shift in the English-Indonesian translation in order to explain its implementation in achieving semantic equivalence.
- d. To analyze intra-system shift in the English-Indonesian translation in order to explain its implementation in achieving semantic equivalence.

1.5 Significance of the Study

By conducting this study, hopefully, it is able to give significance for educational practitioners; theoretical, practical and pedagogical implication.

The result of this research will provide knowledge about formal shifts for students who study translation in English Department.

1. Theoretically, the answer of this question will give explanation to the readers in understanding the implementation of level shift in achieving semantic equivalence. Practically, it will provide knowledge to the students of English Department in applying level shift in translating. Then, it also gives contribution to the study of translations pedagogically.
2. The answer of this question, theoretically, will give explanation to the readers in understanding the implementation of category shifts in achieving semantic equivalence. Practically, it will provide knowledge to the students of English Department in applying category shifts in translating. Then, it also gives contribution to the study of translations pedagogically.
 - a. Theoretically, the answer of this question will give explanation to the readers in understanding the implementation of structure shift in achieving semantic equivalence meaning. Practically, it will provide

- knowledge to the students of English Department in applying structure shift. It also gives contribution to the study of translations pedagogically.
- b. The answer of this question will give explanation to the readers in understanding the implementation of class shift in achieving semantic equivalence. Practically, it will provide knowledge to the students of English Department in applying class shift. It also gives contribution to the study of translations pedagogically.
 - c. The answer of this question will give explanation to the readers in understanding the implementation of unit shift in achieving semantic equivalence. Practically, it will provide knowledge to the students of English Department in applying unit shift. It also gives contribution to the study of translations pedagogically.
 - d. The answer of this question will give explanation to the readers in understanding the implementation of intra-system shift in achieving semantic equivalence. Practically, it will provide knowledge to the students of English Department in applying intra-system shift. It also gives contribution to the study of translations pedagogically.

1.6 Scope of the Study

This study only focuses on analyzing the implementation of formal shifts in achieving semantic equivalence in the English-Indonesian translation of Yule's *Pragmatics* book. In this book, there are 9 chapters which divided into several

sub-topics. However, the writer only analyzed several data which was chosen purposely.

Furthermore, based on the focus in this study, there are some definitions of terms used by the writer to support the study. The key terms area arranged as follows; (1) Translation Shifts (Transpositions). There are several experts which explain about translation shifts. First, Newmark (1988) defines a shift or transposition as a translation procedure involving a change in grammar from SL into TL (p. 85). In addition, Baker (2001) mentions that the term shifts are used in the literature to refer to changes which occur or may occur in the process of translating (p. 226). Moreover, Hatim and Munday (2004) define a shift is said to occur if, in a given TT, a translation equivalent other than the formal correspondent occurs for a specific SL element (p. 28). From those definitions, it can be concluded that translation shift is used to describe the changes occurred between source text and target text. (2) Semantic Equivalence. Newmark (1988) defined semantic equivalence as semantic translation, it intends to reserve the form of the original in translation and to reproduce the original contextual meaning as closely as possible (p. 46). Meanwhile, Flaherty, Gaviria, Pathak, Mitchell, Wintrob, and Richman (1988) argue that semantic equivalence is an analysis which ensures the original meaning of each item in the source language is conveyed as same as in target language (p. 259). Therefore, it can be simply said that semantic equivalence is translating source language as closely as possible into target language.

This thesis consists of five chapters. They are introduction, review of related literature, research methodology, findings and discussion, and conclusions and suggestions. All of them are explained in the following paragraphs.

Chapter I is introduction. It includes the background of the study, the reasons for choosing the topic, the research problems, the objectives of the study, the significance of the study, the definitions of the key terminologies, and the organization of the report. The background of the study is started with the issue of translation as the impact of language differences used by people to communicate. Then, the writer explained two reasons for conducting the study in the reasons for choosing the topic. After that, the writer stated the research questions, objectives of the study and the significance of the study. Then, writer determined the scope of the study. It is followed by definition of key terms. Two key terms are presented in this study. The last is outline of research which is presented afterward to give brief view of this research.

Chapter II is review of related literature comprising three sections which are reviews of previous studies, reviews of theoretical studies and theoretical framework. Review of previous studies presents some research which have ever been conducted related to the topic of this study. The previous studies are categorized into five topics. First, analysis of translation shifts which told about genre text, comic, and literature. Second, research which used novel and book as the research data. Third, analysis of translation shifts in movie subtitle. Fourth, analysis of translation shifts and equivalence. The last, the studies of shifts which still relate with my study. Besides that, some theories of translation are used as the

references in review of related literature. The last part is a theoretical framework of the study in order to give a clear explanation on how this present study will be conducted.

The next chapter is chapter III, research methodology. It deals with the research assumption, the research design, the roles of the researcher, the subject of the study, the object of the study, the instruments, the method of collecting the data, the method of analysing the data, and the triangulation. The research assumptions shows that translation shifts need to be considered because every translation should convey the meaning in target language equally and it also can affect the semantic equivalence. The research design is the descriptive qualitative. This chapter also explain briefly about the procedure of collecting the data and how to analyze the data. At last, triangulation is done by asking three experts readers.

Chapter IV is findings and discussion. This chapter was arranged based on the research problems to achieve the objectives of the study. Based on the focus of the study, the writer found that there a number data which was categorized as formal shifts such as level, structure shift, class, unit, and intra-system shift from 111 data. After analyzing the formal shifts, the writer determines the semantic equivalence by using the result from the expert's readers. In this chapter, the writer also showed the data findings then explain briefly as a part of discussion.

The last chapter is chapter V. It consists of conclusions and suggestions. The main conclusion of this study is formal shifts does not guarantee anything in achieving meaning of a sentence. Then, relating to the research questions, there

are two kinds of conclusions about level and category shifts. Regarding to the level shifts, it mostly occurred from grammatical to lexical. Meanwhile, for the category shifts, it can be concluded that every type of category shift has difference role in translation which make the translation meaning easy to be understood.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three main parts related to review of related literature. Those are review of previous studies, review of theoretical studies, and theoretical framework of the study. It means as the theoretical foundation of this study.

2.1 Review of Previous Studies

Many researchers have conducted research in the field of translation shifts. Here are several types of research which relate to my study. In this part, the writer categorized the previous studies into five topics. First, analysis of translation shifts which told about genre text, comic, and literature. Second, research which used novel and book as the research data. Third, analysis of translation shifts in movie subtitle. Fourth, analysis of translation shifts and equivalence. The last, the studies of shifts which still relate with my study. These categories are aimed to differentiate the previous studies from my study.

The data of research can be various. It aims to make differences from one to another. Many researchers investigated similar research but different object of data. Here are some researchers which talk about genre text, comic, and literature (Suhaila, 2010; Akbari, 2012; Susana, 2014; Dorri, 2016). They focused on unit and structure shifts in different setting and data analyses. Then, Wulandari (2014) and Rini (2015) investigated noun phrase in novel and short story. Furthermore, Kalantari and Karimnia (2011), Muhtalifah (2011), Bánhegyi (2012), Hosseini-

Maasoum and Shahbaiki (2013), Sari, Tallapessy, and Wahyuningsih (2013), Maula (2015), Herman (2017), Karina and Padang (2017), Sipayung (2018) have conducted similar research which focused on translation shift only. The style of presenting the data and result is also quite similar although the data of the research are different. The last is Widiastuti and Savitri (2016) who focused on figurative expression and Supatmiwati (2016) focused on sentence style.

Then, some researchers which used novel and book as research data. In this category, there are fourteen researchers that I found such as Prawita (2014), Zahroh (2015), Paramita, Indrawati, and Malini (2016). In their research, they focus on noun phrase but the data is in a different novel. Another case is Putra (2015) and Sugianti (2017). Both of them used the same research data but difference in the topic of analysis. Furthermore, there are two researchers who investigated about type of sentence. They are Widarwati (2015) and Trivianti (2017). The style of presenting the analysis is quite similar. However, the topic analysis and data are different. Sentana (2015), Fathurrohman (2017), Munawaroh (2017), and Permana (2017) conducted specific research in category shifts. They analyzed category, class, and unit shifts. The data that used by them is different. However, the research design and the way they collect, analyzed and reporting the data are similar. There is also a researcher who investigated about the level of readability in a novel. They are Mobarakeh and Sardareh (2016). The last research is conducted by Shih (2012) and Herawati, Suyudi, and Setairini (2016). They focus on preposition and participial adjectives. The objectives of their research are

to describe the kinds of English preposition, participial adjectives, elaborate the kinds of shifts, and find out the most dominant shift found.

Other topics are research which talks about movie subtitle. the writer found several researchers who have conducted translation shift in this category such as Janatiah (2013), Mina (2013), Permadi (2013), Setyaningsih (2013), Wijanarko (2013), Kaffah (2015), Rosdiana (2015). The focus of their research is the same. It is verbs and verb phrases. Then, Ratnawati (2013), Utami (2013), Baity (2014), Eksanusi (2015), Sunarto (2015). In their research, all of them investigated about noun and noun phrase in the subtitle of the movie. What makes their research different from others is only in the title of the movie. Other researchers are Lisnawati (2013), Arif (2015), and Meidha (2017). They conducted different topics of study. However, the results of their research are almost similar from one to another. Most of the researchers only focus on finding the types of translation shifts. They only show the percentage of data. The only different thing is the data of the research.

In translation research, especially translation shift, the word equivalence cannot be separated. In these previous studies, the writer found several researchers who talk about translation shift and equivalence. They are Farrokh (2011), Damayanti (2012), Ambarsih (2013), Retnomurti and Imran (2013), Aisyah (2015), and Suyudi (2017). The purpose of their research are to describe the equivalence and shift between English-Indonesian translation. They also used qualitative method as the research design. The results showed that the shift and equivalence occurred in all categories though the research data are different. The

translators can minimize the inevitable loss of meaning when rendering a text from one language into another language by shifting in translating word or sentence. For the equivalence, the forms may change but meaning must not be changed.

The writer found several articles which still relate to my study and it can be used to extend the previous studies. For examples, Garcia (2007) and Al-Qinai (2009). In their research, they focused on power and style of shifts. They argued that shifts in one of the phenomena which are very important to be analyzed in translating. Another case, Sanguinetti, Bosco, and Lesmo (2013) and El-daly (2015). They conducted about dependency, constituency, and paradigm in translation shifts. They thought that translation has been the subject of a variety of research and conflicts among theorists. Another example is research which conducted by Venckienė (2015), Hijjo and Kadhim (2017), and Al-Kharabsheh and Hamadeh (2017). Their focus is in syntactical, grammatical, coherence and cohesion of shifts. They used different object of the study. However, their discussion of shifts is very important for translation pedagogy as it helps to obtain answers to practical questions about translation. The findings of the analysis might be interesting from the standpoint of ethnolinguistics. The last is Golshan and Fumani (2016). They conduct research about non-literary texts documents. The study intended to compare strategy in applying translation of shifts by some previous researchers.

Based on the previous study above, the writer can infer that those are different from my study. Here, the writer focuses on the analyzing of the

implementation of formal shifts in achieving semantic equivalence. From the previous studies above, there are no researchers who talk about semantic equivalence yet. Therefore, this study will be the first which talk about it. There are several researchers use book as their data analysis, however, the writer uses different book as the data analysis.

2.2 Review of Theoretical Studies

2.2.1 Translation Shifts (Transpositions)

In the language literature, shifts are usually referred as changes which occur or may occur in translating process. Catford (1965) states that shift is departures from formal correspondence in the process of going from the SL (source language) to TL (target language). Shifts can be occurred in grammatical and lexical levels (p. 73). There are two kinds of shifts mentioned by Catford. First, level shifts and second is category shifts.

2.2.1.1 Level Shifts

Catford (1965) defines level shifts as a SL item at one linguistic level has a TL translation equivalent at a different level (73). What is meant by Catford is a shift which occurs from grammatical levels to lexical levels or vice versa, such as the tenses of time reference, the passive meaning in a sentence, etc., has a lexical unit in another language as its translation equivalent. For example, “*John has stopped smoking*”, it is translated to be “*John sudah berhenti merokok*”. In this example, it can be seen that the sentence is using present perfect (has+v3) in English and it changes to be lexis “*sudah*” in Bahasa Indonesia.

2.2.1.2 Category shifts

Category shift occurs when there is a change or a translation shift from formal correspondence, from an equivalent form between the source language and the target language (Alzuhdy, 2014, p. 188). Category shift is divided into four kinds. They are structure shift, class shift, unit shift, and intra-system shift.

a. Structure shift

According to Catford (as cited in Venuti, 2000, p. 143), structure shift is the most common form of shifts and involving a shift in structure of grammatical. The shift can be placed to follow the grammar or based on translator's style. All structures are investigated manually and the samples of structural shifts are classified in the following types; (1) Addition / Omission, (2) Word order re-arrangement, (3) Sentence voice, (4) Sentence tense. In addition, Alzuhdy (2014) argues that structure shift occurs because of the changing of grammatical arrangement or word order in sentence (p. 188). For examples, "(1) *toy factory*" is translated to be "*pabrik mainan*", then "(2) *stolen jewelry*" to be "*perhiasan yang dicuri*".

Based on those examples, it can be seen that the structure of the sentences having shift. The first example (1), the sentence "toy factory" becomes "pabrik mainan". The words "toy and factory" which mean "mainan and pabrik" have switched the position in target language. It also happened in the second example (2). However, in the second example, it is not only switching the structure but also getting additional word. Sometimes, it also happens an omission of some elements of the sentence.

b. Class shift

Catford (1965) defines class shift as grouping of members of a given unit which is defined by operation in the structure of the unit next above (p. 78). Class-shift, then, occurs when the translation equivalent of an SL item is a member of a different class from the original item. Class shift is a shift in the class of word in translation. The word-class can vary from one to another language. Class shift occurs when there is a shift in the word class (word type) in translation (Alzuhdy, 2014, p. 189). For example, the sentence “*mechanical engineering*” is translated to be “teknik *mesin*”.

From those examples, the *italic* words show the changing of word class in target language. The example, the word “mechanical” is included of adjective class in the source language. However, in the target language, it becomes noun “*mesin*”.

c. Unit shift or rank shift

Catford (1965) states that 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 a unit at a different rank in the TL (p. 79). For examples, the word “(1) *gravity*”. It is translated to be “*gaya tarik bumi*”. Moreover, the sentence “(2) *I don't know*”, when it is translated to Bahasa Indonesia become “*entahlah*”.

From the examples above, the word or sentence in source language is translated into a phrase in target language. According to Alzuhdy (2014), when the shift occurs from the lower units to the higher units (1 to 2, 1 to 3, 2 to 4, etc.) is called upward rank shift. Conversely, when the shift occurs from higher units to lower units (4 to 3, 3 to 2, 2 to 1, etc.) it is called downward rank shift (p. 189). It can be concluded that the example (1) is an upward rank shift and (2) is a downward rank shift.

In line with Alzuhdy, Machali (1998) categorizes two types of unit shift. There are upward rank shift and downward rank shift (p.16) as follows:

1. Upward rank shift

It is when the shift occurs from the lower units to the higher units, such as from word into phrase, phrase into clause, clause into sentence, and etc.

2. Downward rank shift

It is when the shift occurs from the higher units to the lower units, such as from sentence into clause, clause into phrase, phrase into word, and etc.

d. Intra-system shift

Catford (1965) defines Intra-system shift is a departure from formal correspondence in which (a term operating in) one system in the SL has as its translation equivalent (a term operating in) a different – non-corresponding-system in the TL. In this case, both of SL and TL have comparable system formally with one and another, however, the translation requires a shift because of the prevalence of expression correspondence it becomes unacceptable. That is caused by previsions of grammar in the SL itself.

In 2013, Rasyidie, Chikita, and Fridolini (2013) define intra-system shift as follows:

“term intra-system shifts for those cases where the shift occurs internally, within a system; that is, for those cases where SL and TL possess systems which approximately correspond formally as to their constitution, but when translation involves selection of a noncorresponding term in the TL system” (p. 67).

The intra-system shift example as mentioned by them is the sentence “please, switch off the *lights*” or it is translated to be “tolong, matikan *lampu*”. In this case, both source language and target language have a system that is formally commensurate with each other, but the translations which should be made require that a shift due to the correspondence of the corresponding expression becomes unacceptable. For example, the word “lights” is translated to be “lampu” in target language. This happens because the word translated will become unusual when it is translated into plural “lampu-lampu”.

2.2.2 Translation Quality

In doing translation, the most important thing to do is identifying the translation quality. It means that every translation product must be checked whether the translation accurate, acceptable, or even readable. Koby et al (2014) states that a high-quality translation happened when the source text is transferred completely into the target text (416-417). It is including denotation, connotation, nuance, and style and also the target text must be written in correct grammar and word order to produce a culturally appropriate text. However, sometimes, translators add, omit, delete, some information in target text without considering the message of source

text. Therefore, translation quality assessment is needed to ensure the quality of translation.

Generally, as stated above, every product of translation must be checked the quality of translation itself. This is intended to avoid some mistakes that occur in the translation process. According to House (2015), translation quality assessment means both retrospectively assessing the worth of a translation and prospectively ensuring the quality in the production of a translation.

There are several theories from experts on scaling the quality of translation. This can be used as a basic guide in determining whether the translation results are accurate, readable, and acceptable by the target reader. As stated by Mujiyanto (2015), a text is considered to be readable if it can be read without significant difficulties by the readers to whom the text is directed (p.947). It is also applicable to the translated text. Therefore, translation quality assessment is needed. In addition, Larson (1984) argued that there are several ways in assessing translation quality, they are accuracy, readability, and naturalness (p. 490-501).

1) Accuracy test

Accuracy test is intended to check the equivalence of information in a text and to find other problems by comparing source text and target text after the existence of the information need is ensured.

2) Readability test

Readability test is intended to ensure the meaning of the translated text can be understood by the readers. A text with a higher readability is easier to read by the target readers.

3) Naturalness test

Naturalness test is intended to confirm whether the form of target text is natural and equivalent to the source text.

In line with Larson, Nababan, Nuraeni, and Sumardiono (2012) focus on those three tests, but they use the term of acceptability instead of naturalness (p.50-52). Besides, they present the categories, scales, and indicators for each criterion. The translation quality assessment instrument of Nababan et al (2012) can be seen in the table below:

Table 2.1 Indicator of Accuracy

Category	Scale	Indicator
Accurate	3	Clauses and sentences of source text are transferred accurately without any meaning distortions.
Less Accurate	2	Most of the source text's clauses and sentences are transferred accurately. Nevertheless, there are still meaning distortions or double meaning translations (ambiguity) or eliminated meanings, which interfere with the message integrity.
Inaccurate	1	Clauses and sentences of source text are transferred inaccurately. Even more, they are deleted.

Table 2.2 Indicator of Acceptability

Category	Scale	Indicator
Acceptable	3	The translations of clauses and sentences are natural and familiar to the readers in accordance with the grammatical rule of Indonesian.
Less Acceptable	2	Most of the clause and sentence translations are natural and familiar to the readers. Nevertheless, grammatical problems still exist.
Unacceptable	1	The translations of clauses and sentences are not natural and familiar to the readers. The translations are not in accordance with the grammatical rule of Indonesian.

Table 2.3 Indicator of Readability

Category	Scale	Indicator
High readability	3	The translations of clauses and sentences are understood by the readers easily.
Medium readability	2	Most of the clause and sentence translations are understood by the readers. Nevertheless, there are some translations or parts of translations which require the readers to read more than once to understand them.
Low readability	1	The translations of clauses and sentences are difficult to understand or cannot be understood at all.

Another instrument on scaling the quality of translation is stated by Machali (2000), she categorized the translation quality into five categories (p.119-120). That can be seen in table 2.4.

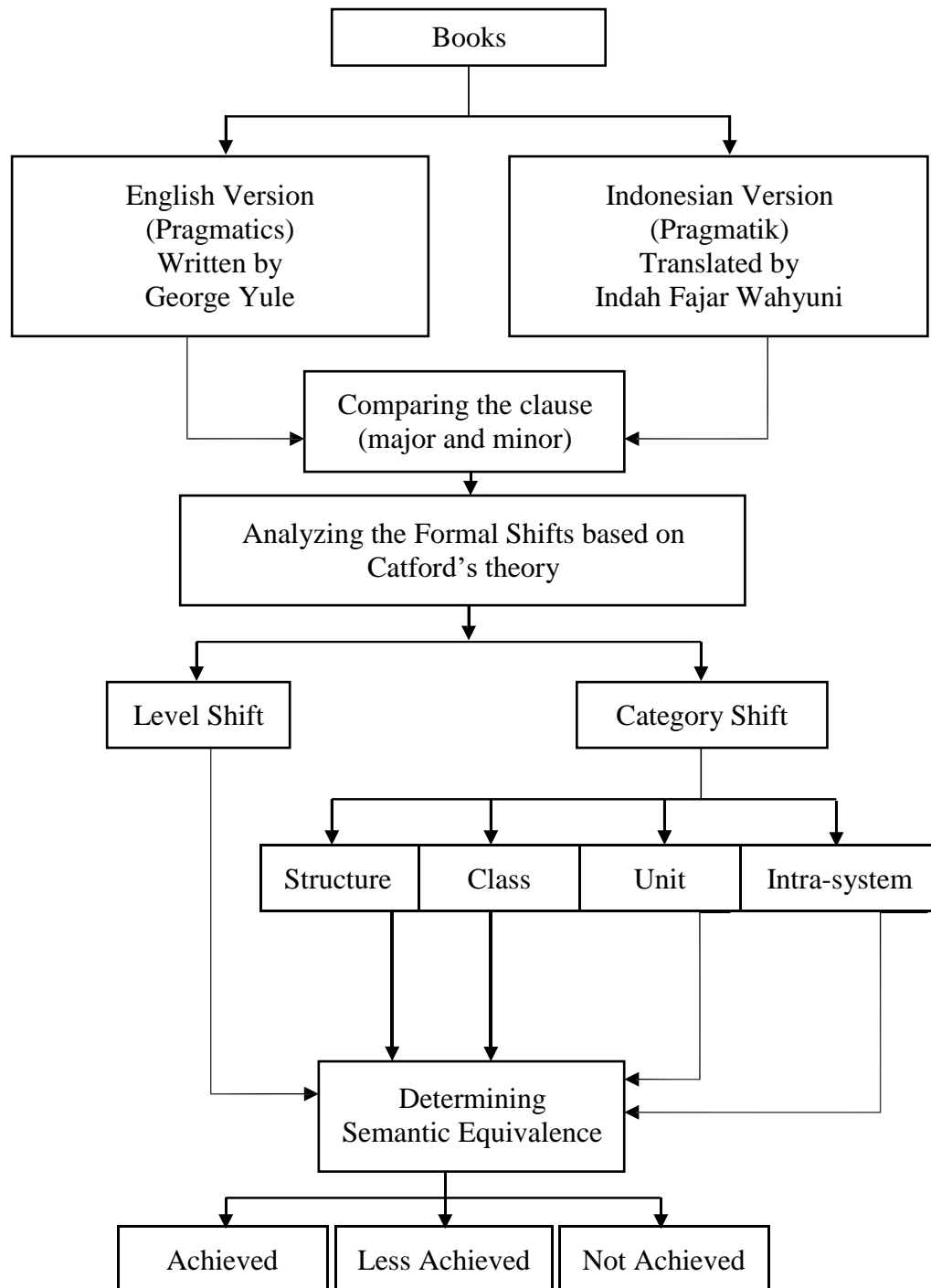
Table 2.4 Indicator of Translation Quality

Category	Score (Scale)	Indicator
Almost perfect translation	86-90 (A)	The presentation is natural and does not feel like a translation; there is no spelling error, no grammatical error, and no terminology misuse.
Very good translation	76-85 (B)	The presentation is natural. Although there are one or two spelling errors, there is no meaning distortion, no terminology misuse.
Good translation	61-75 (C)	Less than 15% of the presentation is not natural. There are also less than 15% grammatical errors, terminology misuses, and spelling errors of the whole text. However, this does not make meaning distortion.
Fair translation	46-60 (D)	The presentation is not natural and feels like a translation. There are also less than 25% grammatical errors, terminology misuses, and spelling errors of the whole text. This affects accuracy (clarity) as well as causes ambiguity.
Bad translation	20-45 (E)	It really feels like a translation. There are more than 25% grammatical errors, terminology misuses, and spelling errors of the whole text. This causes meaning distortion.

2.3 Theoretical Framework

This study only focuses on one point. It is analyzing the use of formal shifts in achieving semantic equivalence. The theoretical framework can be seen in the figure below:

Figure 2.1 Theoretical Framework of the study



The data of this present study was taken from two books. Those were *Yule's Pragmatics* book for the English version and *Pragmatik* for the Indonesian version which translated by Indah fajar Wahyuni. After choosing those two books, the writer took several chapters for the data. The chapters were taken randomly, however, the writer believed that it has represented the whole of the book. The next step was comparing the clauses, it can be major and minor. Then, the writer analyzed the formal shifts in those books. The writer made fragmentation of it. Then, the writer began to analyze whether the translation is achieved, less achieved, or not achieved. After analyzing the data, the writer wrote the result of the study based on the problems and objectives of the research.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and the suggestions of this study based on the findings and discussions.

5.1 Conclusions

The conclusion is drawn in order to answer the statement in the objective of this study. This study aims to analyze the implementation of formal shifts in achieving semantic equivalence in Yule's *Pragmatics*. The writer concludes that formal shifts can be occurred anytime. This happens in the case of achieving semantic meaning. The occurrence of formal shifts does not guarantee anything in achieving meaning of a sentence. This is purely influenced by the translator itself in how the translator translates the source language into the target language and grammatical differences between English and bahasa Indonesia. Besides that, the translator must consider everything that involves source language, target language, how does the formal shifts occur and the achievement of meaning.

Furthermore, relating to the research questions, there are two kinds of conclusions which is made by writer. Those are about level and category shifts. First, regarding to the level shifts, the writer concludes that level shifts, mostly occurs from grammatical to lexical. It is influenced by the difference of meaning between source and target language. Therefore, the translator must convey the meaning by considering what usually used by the people in target language. This

aims to make the reader easy in understanding the message of the source text. Then, for the category shifts, it can be concluded that every type of category shift has difference role in translation such as structure shift. It is done when the structure of source language is not found in target language. So that, the translator changes the structure. In this study, the structure shifts occur many times. The next is class shift. In this study, there are seven class shifts occurred in the English-Indonesian Translation of Yule's pragmatics. Those are; adjective to adverb, adjective to noun, adjective to verb, adverb to adjective, adverb to noun, adverb to verb, and verb to adjective. Another example is unit shift. Generally, the unit shift which is found in this study was lower to higher rank. It is caused by the word in English, usually, translated into phrase in Indonesia. The last is intra-system shift. Intra-system shifts occur when there is plural word in the source language and it is translated to singular word in target language, or vice versa.

Based on the explanation above, the writer concluded that the occurrence of formal shifts did not influence the semantic meaning in target language. Even though, there are several examples which influenced by the formal shifts. The equivalence of meaning in target language is very influenced by the translator and the difference of those languages themselves.

5.2 Suggestions

Based on the research findings, there are several suggestions for the translator and the future researchers who want to conduct a study about formal shifts and semantic equivalence.

For the translator, the writer suggests that translator must have good knowledge about formal shifts especially when she or he wants to translate a book. The translator must consider the content of the book and ask another translator to verify the result of his/ her works. It aims to make a better result by considering another translators' opinion.

For the future researchers, the writer suggests to learn about the semantic equivalence and translations shifts deeply before conducting this topic. It is good when the future researcher has a good experience about translating.

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