

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF CATEGORY SHIFT  
IN ENGLISH INTO INDONESIAN TRANSLATION  
(A Case Study in English Education Department of IAIN Metro)**

**Written by:**

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**TARBIYAH AND TEACHER TRAINING FACULTY**

**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1442 H /2021 M**

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IN ENGLISH INTO INDONESIAN TRANSLATION  
(A Case Study in English Education Department of IAIN Metro)**

**Presented as a Partial Fulfillment of the Requirements  
for Degree of Sarjana Pendidikan (S.Pd)  
in English Department Program**

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**Co-sponsor : Ahmad Subhan Roza, M.Pd**

**STATE ISLAMIC INSTITUTE OF METRO**

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**ABSTRACT**

**By:**

**ENDANG SAFITRI**

The main purpose of this research was to figure out the student's problem in category shift into English-Indonesian translation of IAIN Metro in the Academic Year of 2020/2021.

The characteristic of this research was descriptive qualitative. The primary data of the research were taken from 10 document analysis of category shift in English into Indonesian translation in the Academic Year of 2020/2021. The data were collected by the students analysis document and interveiw.

Moreover, the data were categorized, decoded, analyzed deeply and represented by qualitative descriptive. The result of this researched document shown that student problems in category shift in English into Indonesian translation. After analyzing this phenomenon, there are four mistakes in category shift in English into Indonesian translation namely: intra-system shift (40%), unit shift (33%), structure shift (20%) and class shift (7%). In addition, the result of the data interview shows that students have problem in category shift into English Indonesian translation. The writer found that many students were still confused in category shift. Many students stated that they have difficulties or problem in meaning of the sentences besides problem which came from the grammatically factor. So it can be said that students have problem in category of shift translation is different one from another. The conclusion of this research is the students in category shift in English into Indonesian translation must focus on learning given in class and actively ask about category shift material in order to understand well.

**Keywords:** *Category shift , Translation, Descriptive Qualitative*

**ANALISIS PERGESERAN KATEGORI  
DALAM TERJEMAHAN BAHASA INGGRIS DALAM BAHASA  
INDONESIA**

**(Studi Kasus di Jurusan Pendidikan Bahasa Inggris IAIN Metro)**

**ABSTRAK**

**Oleh:  
ENDANG SAFITRI**

Tujuan utama dari penelitian ini adalah untuk mengetahui permasalahan mahasiswa dalam pergeseran *category shift* dalam Bahasa Inggris kedalam bahasa Indonesia IAIN Metro tahun akademik 2020/2021. Karakteristik penelitian ini adalah deskriptif kualitatif. Data primer penelitian ini diambil dari 10 dokumen analisis pergeseran kategori dalam terjemahan bahasa Inggris ke bahasa Indonesia tahun akademik 2020/2021. Pengumpulan data dilakukan dengan analisis dokumen mahasiswa dan wawancara. Selain itu, data dikategorikan, diterjemahkan, dianalisis secara mendalam dan disajikan secara deskriptif kualitatif.

Hasil penelitian dokumen ini menunjukkan bahwa masalah mahasiswa dalam *category shift* dalam terjemahan bahasa Inggris ke bahasa Indonesia. Setelah menganalisis fenomena ini, ada empat kesalahan dalam *category shift* dalam terjemahan bahasa Inggris ke bahasa Indonesia yaitu: *intra-system shift* (40%), *unit shift* (33%), *structure shift* (20%) dan *class shift* (7%). Selain itu, hasil wawancara data menunjukkan bahwa mahasiswa memiliki masalah dalam peralihan kategori ke terjemahan bahasa Inggris bahasa Indonesia. Penulis menemukan bahwa banyak mahasiswa yang masih bingung dalam *category shift*. Banyak mahasiswa yang menyatakan bahwa mereka mengalami kesulitan atau masalah dalam mengartikan kalimat faktor gramatikal. Sehingga dapat dikatakan bahwa permasalahan mahasiswa dalam penerjemahan *category shift* berbeda-beda untuk setiap individu. Kesimpulan dari penelitian ini adalah mahasiswa dalam *category shift* dalam terjemahan bahasa Inggris ke bahasa Indonesia harus fokus pada pembelajaran yang diberikan di kelas dan aktif bertanya tentang materi *category shift* agar dapat memahami dengan baik.

**Kata kunci:** *Category shift*, terjemahan, deskriptif kualitatif



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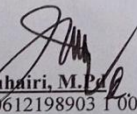
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The Undergraduate Thesis entitled: AN ANALYSIS OF CATEGORY SHIFT IN ENGLISH INTO INDONESIAN TRANSLATION (A CASE STUDY IN ENGLISH EDUCATION DEPARTMENT OF IAIN METRO) written by: ENDANG SAFITRI, Student Number 1501070051, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on monday, July 05, 2021 at 15.00-17.00 p.m.

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#### NOTA DINAS

Number :  
Appendix :  
Matter : In order to hold the Munaqosyah of Endang Safitri

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to the research which is written by:

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Faculty : Tarbiyah  
Tittle : An Analysis of Category Shift in English into Indonesian Translation ( A Case Study at English Education Department of IAIN Metro )

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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To The Honorable,  
The Head of Tarbiyah Faculty  
State Institute of Islamic Studies  
(IAIN) of Metro

*Assalamua'alaikumWarahmatullahiWabarakatuh*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Endang Safitri  
Student Number : 1501070051  
Faculty : Tarbiyah  
Department : English Education  
Title : An Analysis of Category Shift in English into Indonesian Translation ( A Case Study at English Education Department of IAIN Metro )

It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalamu'alaikumWarahmatullahiWabarakatuh*

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**STATEMENT OF RESEARCH ORIGINALITY**

The Undersigned:

Name : ENDANG SAFITRI  
Students' Number : 1501070051  
Department : English Education  
Faculty : Tarbiyah and Teachers Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, June 2021  
The Researcher



ENDANG SAFITRI  
St. Number 1501070051



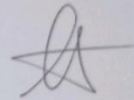
## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : ENDANG SAFITRI  
NPM : 1501070051  
Jurusan : Tadris Bahasa Inggris  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

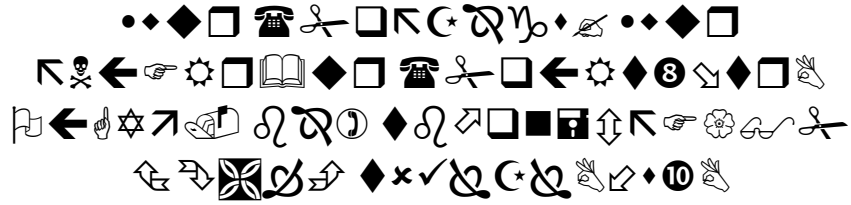
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ENDANG SAFITRI  
NPM. 1501070051



MOTTO



“So do not weaken and do not grieve, and you will be superior if you are  
{true} believers”

(QS. Ali Imran {3}: 139)

## **DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to:

1. Allah Swt. Who always give me a chance in every step I take and makes me stand up again after fail and fall many times. That always give the best opportunity to me.
2. My beloved father (Mr. Sandoyo) and mother (Mrs. Suyatin) who always support me with every kind of support, without them I would not be able to finish this undergraduate thesis.
3. My beloved brother (Hendra .S) and sister (Heni Tri. W) who always keep support me.
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5. My beloved friends

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Praise always be upon Allah the king of humankind who has created human as the best creatures among his creation and also all mankind in all over the world without any exception. Sholawat and salam also deliver to our precious prophet Muhammad S.a.w who has brought humankind from darkness into brightness era. Peace be upon him, who always being an inspiration and role mode for all people especially for moslem.

This undergraduate thesis entitled “AN ANALYSIS OF CATEGORY SHIFT IN ENGLISH INTO INDONESIAN TRANSLATION (A CASE STUDY IN ENGLISH EDUCATION DEPARTMENT OF IAIN METRO)”

Regarding to the undergraduate thesis, the writer would like to express the gratitude to the sponsor Dr. Widhiya Ninsiana, M.Hum and the co-sponsor, Ahmad Subhan Roza, M.Pd, who have sincerely guided writer to accomplish the undergraduate thesis. Finally, the writer realizes that this undergraduate thesis is far from perfect. The writer hopes that at least the result of this research can provide the significant contribution in the teaching learning English be it in school or college.

Metro, July 01<sup>st</sup> 2021  
The writer

**Endang Safitri**  
**NPM. 1501070051**

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Nowadays in the era of globalization, communication methods are of course very important for many people. But all over the world there are many languages used to communicate, therefore the solution for communicating between world must use translation.

Translation is the process of transferring written text from one language into another. The translator transfers the message that the author intended. In the process of translating, there are some challenges that the translator may encounter. According to Venuti, translation is a process by which the chain of signifiers that constitutes the source-language text is replaced by a chain of signifiers in the target language which the translator provides on the strength of an interpretation.<sup>1</sup>

The translator should consider the reading level of the reader when translating literary works, especially in translating children's literature. Translation can help people to understand sentences from foreign languages. By translation, people also understand and obtain information from literature from foreign languages. Translating for adults may be easier than translating for children.

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<sup>1</sup>Lawrence Venuti. *The translator's Invisibility A History of translation*, 1995, (New york: Routledge), 17.

Translator encounters problem when adopting their text to the level of children's literature, it is particularly important to access the target reader and to take its interests and abilities into consideration.

In fact, for translation a text is not easy. People think with translating a word by word or a sentence by sentence would be clear. However, the process of translation is not as simple as that. Translation is not only a process of translating a word or sentence but also an effort of delivering the message inside. In translating the text, a translation process has an importance role to make a good result of translation.

Such as the case above, the translator should not translate adjective into adjective. Sometime the translator should change the class of word in TL to get the equivalent meaning. This process called as translation shift. A shift happened because grammatical rule of different language. The shift should be applied to make a good translation result. So a translated text can be understood by the reader

Shift may occur if there is no formal correspondence between the SL and the TL. Translation shifts are divided into two major types; those are level shift and category shift. Level shift means that there is a different translation equivalence level between the SL and the TL. In category shift, there are some sub divisions of shifts involved, those are: structure shift, class shift, unit shift, and intra-system shift.

From the data pre survey that conducted on October 09<sup>th</sup> 2019 to 10 students of IAIN Metro. The researcher observed and analyzed the document.

It seems that from the document the students are more difficult to categorize part of category shift in translation. The students are difficult to put type category shift that is unit shift.

In this case, the researcher intends to conduct the research in English department students at IAIN Metro to find students who face problems category shift in translation. Based on the observations from analyzed the document, the researcher found that many students are difficult to distinguish part of category in the sentence *SL : She goes to the supermarket to buy all the clothes she finds.*

*TL : Pembeli tersebut berada di supermarket dan membeli semua baju yang mereka temukan.* The unit of “all the clothes found” in the source text is phrase. The phrase is translated into “membeli” the unit of “membeli” in the target text is word the unit shift is experienced by the target text from phrase in the source text into word in the target text.

Moreover, the researcher will analyze the students problems of category shift in translation. The researcher will find out what factors caused the problems category shift in translation. Therefore, the researcher will conduct a qualitative research entitled “An analysis of Category Shift in English into Indonesian Translation (A Case Study in English Education Department of IAIN Metro)”.

## **B. Problem Identifications**

Based on the background above, the researcher found some problem as follows:

1. The students have problems in the category shift in translation
2. The students have problem translating in target language of category shift in translation.
3. The students always translate word by word

### **C. Focus of Study**

As stated in problems identification above, the researcher limits the problem by focusing number 2 that is students have problem translating in target language of category shift in translation.

### **D. Research Questions**

Based on the background study and the problem limitation above, the researcher formulates the problem in the research as:

1. What types of category shift found on the students document of English into Indonesian translation of the source language into the target language of the English department of IAIN Metro in academic year 2020/2021?
2. What are the students problem about in category shift in translation?
3. How to solve the students problem about the category shift in English into Indonesian translation ?

### **E. Objectives and benefit of Study**

1. Objectives of the Study

The objectives of this research are as follows:

- a. To investigate the types of category shift found on the students document of English into Indonesian Translation .

- b. To investigate the influences of category shift on transferring messages of the source language into the target language to students at IAIN Metro in academic year 2020/2021
- c. To give solution to solve problem students in the category shift in translation at IAIN Metro in academic year 2020/2021

## 2. Benefits of Study

The researcher expects that the result of the study will give some benefits to the students, to the other researchers and to English teacher. They follows:

### a. For the students

As the actual phenomena that provides students better understanding about category shift in translation from their translation ability. The qualitative research is expected to be useful for students so they know how mastery in translation. Then beside that students will also realize their problems in their mastery translation. After realizing their problems in translation mastery, it is hoped that students will react to improve their limitation in their translation mastery.

### b. For Other Researchers

As one of the guidelines and examples, because others researchers can take lessons related to the category shift in translation.

### c. For English Teacher

As one of the consideration English teachers to improve category shift in translation in mastery translation ability. This research can provide information to English teachers to obtain alternative solution in teaching English translation.

## **F. Prior Research**

The first prior research was conducted by Sholekhah with title “An Analysis of Category-Shifts on the Comic Translation From English Into Indonesian in Visual Translation Subject of English Department Tidar University”<sup>2</sup>. This research focuses on analyze category shift on the comic translation from English into Indonesian that has different structure and form between source language (SL) and target language (TL).this research use descriptive qualitative method. The similiarity between this research with the first prior researched is in the method use qualitative, both focuses on category shift. The different in first prior research focus in category shift on the Comic Translation from English into Indonesia in Visual Translation subject of English department while this study focus on category shift in translation.

The second prior research was conducted by Nurhayati S with title “Category Shift of Noun Phrase in the Short Story of “The Backward Fall”<sup>3</sup>. The research focuses on find out the category shift of noun phrase in the Indonesian translation of The Backward Fall. This research use the

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<sup>2</sup>Anik Sholekhah ” An Analysis of Category-Shifts on the Comic Translation From English Into Indonesian in Visual Translation Subject of English Department Tidar University” Journal of Research on Applied Linguistics Language and Language Teaching, 2019, ISSN 2620-3405, Vol. 2, No.1, 1.

<sup>3</sup>Nurhayati S “Category Shift of Noun Phrase in the Short Story of “The Backward Fall”Seminar Nasional Inovasi dan Tren, 2018, ISBN: 978-602-61268-5-6, 1.

combination between descriptive qualitative and quantitative approach. The similarity between this research with the second prior research is in the focus of study, both focus on category shift in translation. The difference between the second prior research focus on category shift of Noun Phrase in the Short Story of "The Backward Fall, and this study focus on analysis of category shift in translation.

Moreover, the third prior research was conducted by Sentana with the title "Category shifts Occurrence in the Indonesian Translation of Little Women"<sup>4</sup>. This research focuses on to translation shifts occurrence in the Indonesian translation of Novel Little Women written by Louisa May Alcott. This research use the combination between descriptive qualitative and quantitative approach. The similarity between this research with the third prior research is focus of study, both focus on category shift in translation while the difference is the third prior research focus on Category shifts Occurrence in the Indonesian Translation of Little Women and this study focus on category shift in translation.

Based on the three prior research above, the second studies prior research and the third prior research have similarity on the research method used the combination between descriptive qualitative and quantitative approach, both the first prior research used qualitative research and this study also use qualitative research.

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<sup>4</sup> Aswarini Sentana. "Category shifts Occurrence in the Indonesian Translation of Little Women" *Journal Of Language And Literature*, 2015, Vol 3 No. 2, 1.

Then the first prior research, second prior research and the third prior research have similarity focus on category shift but different research object and this study focuses on category shift in translation. So, this research will conduct the new kind of research related to category shift in translation.



## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Translation

##### 1. Definition of Translation

Translation is section of applied linguistic theorist define by means of several different theoretical background and approaches. Translation is means changing a text to another language in order to get the meaning of message that is easy to understand.

Firstly, Baker and Saldanha stated that translation in this modern era is more sophisticated and easier to obtain than before. Many people came to become translators and trained courses to become commonplace in English.<sup>5</sup>

Secondly, according to Bermann and Wood, translation is very important for “life” to be able to interact with friends or other people to re-interpret different language meanings. Translation will continue to move forward in process to the world and future.<sup>6</sup>

Another definition by Catford, translation is tool to use by languages to change a language from one text to another language.<sup>7</sup>

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<sup>5</sup>Mona Baker & Gabriela Saldanha. *Routledge Encyclopedia of Translation Studies*. (USA: Routledge, 1998), 354.

<sup>6</sup> Sandra Bermann & Michael Wood. *Nation, Language, and the Ethics of Translation*. (United Kingdom: Princeton University Press, 2005), 6.

<sup>7</sup>J.C. Catford. *A linguistic Theory of Translation An Essay in Applied Linguistics*. (New York: Oxford University Press, 1965), 1.

From definition translation above, it can be concluded that translation is changing a language to another language in order to get the meaning a message that is easy to understand.

## **2. Process of Translation**

The most important thing in the translation process is that the translator must have the ability to deepen all language and understand, have extensive knowledge so that in the translation process there is no misunderstanding of meaning for the reader.

There are three steps of translation quality processes, namely analysis, transfer and reconstruction according to Nida and Taber.<sup>8</sup>

### **a. Analysis**

In this analysis the translator must understand the content of the text to translate it by analyzing grammar, word meanings and other word combinations. The translator must read the entire text paying attention to grammar and semantic aspects.

### **b. Transfer**

After all the texts are analyzed, the translator transfers the meaning from one language to another. The translator should pay attention to the semantic aspect so that it looks natural in translating the text. In translating a text the translating process is also a verbal translation process, this step is called a written translator, a process that uses tools such as a dictionary.

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<sup>8</sup>E.A Nida & C. Taber, *The Theory and Practice of Translation* (Leiden: E.J. Brill, 1969)

c. Reconstructing

Reconstruction is the last process that will be fully accepted in language translation after the process of meaning transfer. The translator is required to translate accurately so that it becomes a correct sentence or paragraph then the translator repeats the translation text so that no mistakes

### 3. The Purposes of Translation

The purpose of studying translation is to understand the lexical meaning, grammar and style of communication, to find the appropriate meaning that is accepted by the reader.

So, the purpose of translation is to recognize various types of words and meanings in a text in other languages so that readers have broad knowledge.<sup>9</sup>

From the purpose of translating above, it can be concluded that the purpose of translation is to multiply various types of words or meanings, understand grammar and other language communication styles then find the appropriate meaning that can be accepted by the reader.

### 4. The Types of Translation

According to Bassnet, there are three types of translation as follows:<sup>10</sup>

- a. Explain verbal sentences with other sentences in one language
- b. Explain the form of verbal sentences through different languages

---

<sup>9</sup>Stuart Campbell, *Translation into the Second Language*, (America: Addison Wesley Longman Limited, 1998), 28.

<sup>10</sup>Susan Bassnett, *Translation Studies Third Edition*, (New York: Routledge, 2005), 23

c. Explanation of verbal sentence forms through non-verbal forms

## 5. The Translation Methods

### a. Word for word translation

In this method, Newmark reveals that the meaning of interlinear translation, namely by translating one by one word in interpretation, is something that is most commonly done to understand a meaning as the beginning of translating..<sup>11</sup>

### b. Literal Translation

According to Munday, how to translate literals is highly recommended for quality translators because the meaning can be fully preserved.<sup>12</sup>

### c. Faithful Translation

According to Newmark, this method translates in an exact contextual way from the original which is reproduced with the reader's grammar.<sup>13</sup>

### d. Semantic Translation

Newmark explained that this method pays more attention to the aesthetic value, namely a good and natural sound. This method is flexible because it can combine to the appropriate meaning in the original language text.<sup>14</sup>

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<sup>11</sup>Peter Newmark, *A text Book of Translation*,.. 45-46

<sup>12</sup>Jeremy Munday, *Translation Studies(Revised Edition)*, (New York: Routledge Taylor and Francis Group,2009), 57

<sup>13</sup>Peter Newmark, *A text Book of Translation*,..46

<sup>14</sup>*ibid*

e. Adaptation

Newmark explained that the adaptation method is the most freely used method, generally used to translate a poem and skit that is adapted from the source language to the target language.

f. Free translation

Newmark explains that free translation is also called an intralingual method to reproduce material or content without its original form so many scientists think this method is not a good way to translate.

g. Idiomatic Translation

Newmark explained that this method is idiomatic translation because it generates from the original message to express everyday language.

h. Communicative Translation

Newmark explained that this method is a communicative method that is able to provide true contextual meaning that is easily accepted by readers

Based on the eight methods above, semantic translation and communicative translation commonly tend to be more applicable in translation, especially for accuracy and efficiency. Semantic translation follows the thought processes of the author personally and individually.

Although Newmark analyzes that semantic and communicative translation tend to be more emphasized, all translation methods actually

achieve lots of benefits in applying them in several kinds of the text. While a translator takes an action of translation, if he considers all kinds of the method above, a high quality translation will be achieved.

## 6. The Rubric of Translation

There are many categories used in assessing translation. Here the table of the category used.<sup>15</sup>

Category	Explanation
Source text meaning	<p>5. T is a form of reflection of a detailed understanding of ST. ST is an understanding way of communicating.</p> <p>4. T is a form of understanding of ST and is well communicated by T.</p> <p>3. T is a form of general understanding of the title of ST. The total meaning of ST proved that there was an error in translation and communicated properly by T.</p> <p>2. T is a form of understanding about the title of ST. not everything reported by T</p> <p>1. The consistent meaning of ST's misunderstanding is indicated by T</p>
Style and Cohesion	<p>5. The text of the TL is consistently well structured the same as T. The style of the letter T is perfectly formed naturally</p> <p>4. Paragraph T is well organized, consistent with</p>

<sup>15</sup> Claudia V. Angelelli & Holly E. Jacobson. *Testing and Assessment in Translation and Interpreting Studies*. (Amsterdam: John Benjamins Publishing Company, 2009) p. 40

	<p>the TL text. The whole style of the letter T is formed accordingly</p> <p>3. In general, the TL text is consistently composed by T in an inappropriate or oddly placed font style</p> <p>2. Paragraph T is arranged inconsistent with the TL text with inappropriate font style.</p> <p>1. T does not have paragraph sections that do not conform to the TL text with non-aligned or interconnected font styles.</p>
Situational Appropriateness	<p>5. T has the capability to handle TL to achieve TL translation. The choice of words is all in accordance with TL</p> <p>4. T has a proficient ability to handle TL to achieve TL translation and all word choices are appropriate and consistent</p> <p>3. T has good ability to handle TL to achieve TL translation and all word choices are appropriate and consistent</p> <p>2. T has weak ability to handle TL to achieve TL translation and all word choices are sometimes inappropriate</p> <p>1. T does not have the capability to handle TL to achieve TL translation and all word choices are incorrect</p>
Grammar and Mechanics	<p>5. Controlled TL grammar is indicated by T and all punctuation has almost no errors</p>

	<p>4. TL language proficiency is indicated by T and has few errors in punctuation and spelling</p> <p>3. T has a weakness in spelling, grammar and TL punctuation and often gets errors</p> <p>2. Lack of control of grammar, spelling, and punctuation of TL is indicated by T and has many errors</p> <p>1. Lack of control over the grammar, spelling, and punctuation of the TL indicated by T and serious errors are common</p>
Translation Skill	<p>5. Capable and creative solutions to translation problems demonstrated by T and use of proven sources</p> <p>4. Consistent ability to identify and solve translation problems is shown by T and very few errors occur in sources</p> <p>3. General ability to identify and solve translation problems is shown by T. but the use of reference materials is not appropriate</p> <p>2. Some problems in identifying translation problems pointed out by T and inappropriate use of reference materials</p> <p>1. The inability to identify and resolve translation problems commonly addressed by T and the use of the reference material is seriously wrong</p>



## B. The Concept of Shift in Translation

### 1. Definition of Translation Shift

The word of shift is something that has undergone a change in the translation process. According to Catford, shift is a change in the source language to target language<sup>16</sup>. According to Newmark, the word "transposition" is a translator's way of changing the original grammar to the desired language.<sup>17</sup> 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.<sup>18</sup>

According to Shuttleworth and Cowie, categories analyzed by Catford, shift is a word to show a shift in the meaning of two types of language, namely from SL to TL. This word is in a shift in meaning or language. The shift in categories is not limited because in language it has different meanings and meanings by involving one of four categories, namely class, structure, system and unit.<sup>19</sup>

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<sup>16</sup> J.C. Catford, *A Linguistic Theory of Translation...*, p. 73

<sup>17</sup> Peter Newmark, *A Textbook of Translation*, (London: Prentice Hall, 1988), p.5

<sup>18</sup> Basil Hatim and Jeremy Munday, *Translation An advanced resource book*. (London: Routledge, 2004), p. 28

<sup>19</sup> Mark Shuttleworth and Moira Cowie. *Dictionary of Translation Studies*. (London: Routledge, 2014), p. 18

## 2. Types of Shift in Translation

There are two types distinguishes shift by Catford as follow:<sup>20</sup>

### a. Level Shift

level shift is where the original language has a different view of the translation. in the shift of language structure to lexical meaning and this shift often occurs.

For example:

SL : Nia is sleeping

TL : Dia sedang tidur

The word is sleeping (to be + ing) indicates the current situation. grammatically and the word "medium" is the lexical form in Indonesian.

### b. Category Shift

Category shift occurs indefinitely that is free in SL-TL. in a sentence there is not always an equation of shifting up and down regularly. Usually, there is sentence – sentence equivalent, but in the course of a text, equivalences may shift up and down the rank scale, often being established at rank lower than the sentence. Rank – bound translation is used only to refer to those special cases where equivalence is deliberately limited to ranks below the sentence, thus leading to ‘bad translation’ that is translation in which the TL text is either not a normal TL form at all, or is not relatable to the same

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<sup>20</sup> J.C Cadford, *A Linguistic Theory of Translation...*, p. 81

situational substance as the SL text. However, it is clearly meaningless to talk about category shift unless it assumes some degree of formal correspondence between SL and TL.

### 1) Unit Shift

This kind of shift involves change in rank. It departs from formal correspondence in which the translation equivalent of a unit at one rank in the SL is the unit at a different rank in the TL.

For example:

SL: After getting on the bike, ...

TL: Setelah menaiki sepeda ,...

“After getting on the bike” is a phrase (group) in the SL, while its translation equivalent in TL is a clause “setelah menaiki sepeda” since it has a subject (dia) and a predicate (menaiki). The change of phrase in the SL to clause in the TL is called unit shift.

### 2) Structure shifts

Structure shifts is amongst the most frequent category shifts at all ranks in translation. It can be found in the arrangement of a sentence or a clause.<sup>24</sup> For example an S-P-C structure in SL has a translation P-S-C-A structure in TL. Structure shift also can be found at group rank. For example:

SL: a red clothe

TL: Sebuah baju merah

There is a shift in the structure of SL = "a red cloth" (modifier + head (MH) to TL = a red shirt = modifier + head qualifier (m) HQ

### 3) Class Shift

Class shift occurs when the translation equivalent of an SL item is a member of a different class from the original item. Because of the logical dependence of class on structure, it is clear that structure shifts usually entails class shifts, though this may be demonstrable only at a secondary degree of delicacy. For example:

SL: Education Student (adjective + noun)

TL: Mahasiswa Pendidikan (noun + noun)

"Education" in SL is an adjective with the translation "education becomes a noun. So the translation has a different class when it is translated.

### 4) Intra-system Shift

In this shift occurs internally in the system, where SL and TL do not match. If the single and plural systems are combined, the translation in Indonesian has a different system, namely the number system.

Some nouns in English are always in plural form, but their translation equivalent in Indonesian may take form of singular noun, such as in the following example:

SL: a pair of apparel

TL: sebuah pakaian

Sometimes the equivalent sentence does not match the formal system. for example in the TL translation has a shift sentence. Here is an example:

SL: The wall, too hard to be destroyed...

TL: Dinding terlalu sulit untuk dihancurkan

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Types and Characteristics of Research

This research is descriptive qualitative research. This research is a descriptive qualitative type, which is focused on the presentation of description<sup>21</sup>. The words that will be written in this research is descriptive based on the research data. This research type is qualitative descriptive.

According to Schreber Descriptive qualitative research is to describe existing phenomena using images, figures of an individual or group. The researcher decides to use qualitative descriptive to investigate and analyze of category shift in translation. The research would be conducted in institute for Islamic studies of Metro. Descriptive research is a method used for learning that observes group phenomena. This researcher observes the category shift document to analyze the translation.

There are four aspects identified by ole mile and Hurberman in qualitative research, namely the place of research, sources to be observed or interviewed, sources to be observed and the process of events to be carried out at the research site.<sup>22</sup>

Furthermore, the writer will use purposive sampling as the participants. Marguerite states, qualitative research that identify informants or

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<sup>21</sup>James Schrieber and Kimberly Asner-self, *“Educational Research”* (New York : John Wiley & Sons, 2001), p.10.

<sup>22</sup> Jhon W. Creswell, *Research design; Qualitative, Quantitative, and mixed methods approaches* (2<sup>nd</sup> ED) New Delhi: Sage Publication, 2003), p.189.

people who have knowledge about the specific topic study in a procedure commonly used in qualitative research. Only researchers decide the type of purposive sampling to be used for research.<sup>23</sup> The writer chooses the English students to analyze category shift in translation at institute for Islamic studies of Metro. The data will be obtained from the English students to analyze category shift in translation that consist of ten students as the sample of this research.

## **B. Data Source**

In gathering accurate sources of information a must for researchers to qualify. There are two sources of requirements that must be met, namely primary sources and secondary sources.

Primary source means the main source to be used, the primary source are 10 students document data, then secondary sources are obtained from articles, book about category shift and translation.

## **C. Data Collection Technique**

To obtain data from start to finish, there are several steps that must to be completed. Therefore, the researcher conducted an interview to obtain information for this research with the steps below:

### **1. Documentation**

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under

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<sup>23</sup> Marguerite G. Lodico, et.al., *Methods in Educational Research: Form Theory to Practice*, (San Francisco: Jasey-Bass, 2006), p. 134.

study.<sup>24</sup> Qualitative research uses data ‘techniques, these data can be a source of information for researcher. Creswell provides an overview of private documents and public documents example journals and private diaries.<sup>25</sup>

Accordingly, for source of data in form documentation require by secondary data. Furthermore, the researcher will request the data from the result of students’ when researcher analyze category shift in translation.

## **2. Interview**

Conversations between two people for the common interest guided by researchers to get different information from sources in other conversations that have a specific purpose.<sup>26</sup> In this research, the researcher use in depth interview to get the data of the student’s category shift in translation. The data be obtained from the English students to analyze category shift in translation that consist of ten students as the sample of this research.

## **D. Data Analysis Technique**

Technical analysis means obtaining regularity patterns from the research process. There are four stages according to Miles and Huberman, namely data reduction reports, data presentation and drawing conclusions or verification.<sup>27</sup>

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<sup>24</sup>*Ibid.*, 432

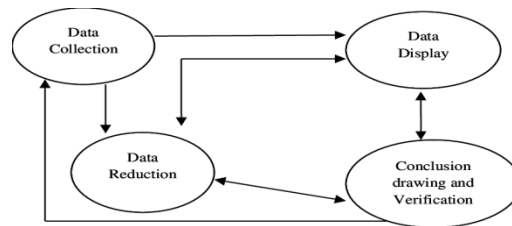
<sup>25</sup>Jhon W. Creswell, *Research Design*, (California: Sage Publications , 2000), 180.

<sup>26</sup> Sarah J. Tracy, *Qualitative Research Method*, (Chichester, West Sussex: Jhon Wiley & Sons Ltd, 2007), 131.

<sup>27</sup> Matthew B Miles and A. Michael Hurberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), page 12



To analyze the data, the researcher applied Miles and Huberman's model. Below is a picture of the analysis components:



**Figure II. Analysis Components of Miles and Huberman Model**

Below is a data model analysis from Miles and Huberman the following steps:<sup>28</sup>

1. Data Collection

The researcher collected all the data used to complete the research.

2. Data Reduction.

Data reduction including the selection process, changes in data that appear in the field must re-observe and select them.

In this case, the researcher must select the data derived from observation on category shift in translation process then interview, and take documentation to the respondents.

3. Data Display.

The second component or level in the qualitative data analysis model is a display of Miles and Huberman's data. Views in the form of

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<sup>28</sup>*Ibid*,10

graphs, diagrams, tables or matrices that provide a textually detailed appearance of new thinking.

Based on the appearance of structured and patterned data presentation, below is how to analyze the data displayed by the researcher as follows:

a. Observing the students

In observe step, the researcher observe the students during the ask category shift in translation

b. Interviewing the students

In interview step, the researcher interview the students to get data information about what are problems and causes category shift in translation

c. Documentation

In documentation step, the researcher request the data form the result from students' when researcher ask about category shift in translation

d. Conclusion drawing/ verification

For the final analysis, the researcher draws and a report to consider the analyzed data. With regard to conclusion a lot has to be revised and re-exits taken. Verify the process of explaining the research objectives

Conclusions and verify answers to research questions that have been carried out in displaying data by comparing observation data, interview data, and documentation data at IAIN Metro.

## **E. Research Approach**

There are six steps in process of the research, as follows:<sup>29</sup>

### **1. Identifying a Research Problem**

Researcher identify topic to be researched, problems that need to be resolved, including the truth to study them and provide important suggestions for other researcher or report readers..

### **2. Reviewing the Literature**

Skill is needed from time to time to be able to study articles or journals in the library and evaluate titles and conclude them.

### **3. Specifying a Purpose for Research**

In a study, the topic becomes the center of attention, for that researcher need to focus in order to learn it. Presentation of problems that focus on the objectives intended by the researcher

### **4. Collecting Data**

To provide answers to questions and hypotheses from a study, the authors perform data steps.

### **5. Analyzing and Interpreting the Data**

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<sup>29</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002 ), 7.

After data collection, the researcher must understand the information provided by the students and separate the data individually and combine them and then summarize them

#### 6. Reporting and Evaluating Research

After conducting the researcher, the writer will describe the written report and distribute it to people who need information such as teachers, students and parents.

## **CHAPTER IV**

### **RESULT AND DICUSSION**

#### **A. Description of Research Setting**

##### **1. The Profile of English Education Department**

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than us enlarged in some missions, as follows:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- c. Growing the professionalism ethic through theoretical knowledge basic mastery.

- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- e. Applying integrated education system which is able to give a significant input for educational development.

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision above, it is formulated be three purposes of English Education Department, as follows:

- a. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be able to be agents of change the society.
- b. To prepare the students be professional with spirit of English Islamic.

In line with the statement above, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro.

## **B. Data General Description**

### **1. The Type Category Shift of Students Document Translation English into Indonesian of English IAIN METRO.**

The type category shift in the students document of English department, it found by students document at English deparment of IAIN Metro.

There are 10 documents analysis and the type category shift have fourth categories:

#### **a. Structure shift**

In structure shift difference of grammatical system in SL to TL. Based on the question number one “ you are famous” and translated to “ kamu terkenal” in TL. English sentence needs verb “be” to make sentence in adjective while SL doesn't. From 10 students who answered correctly 3 students, they answered **structure shift** and 7 students did not manage to answer correctly, some of them answered **unit shift** and **class shift**. So from question number 1 it can be concluded that students do not understand structure shift.

b. Class shift

Class shift occurs when the translation equivalent of an SL item is a member of different class from the original item. Based on the question number two is “what is sad?” and translated to “apanya yang menyedihkan” in SL. This question categorized as class shift. The reason can be seen, in TL the word “sad” classity as adjective meanwhile in SL it is classify as noun. This is caused the class shift because of the classification difference. From 10 students who answered correctly in **class shift** 9 students and just 1 student did not answered correctly that is **shift of meaning**. So from question number 2 it can be concluded that some students understand class shift.

c. Intra- system shift

Intra system shift occurs because it is caused by the different grammar of two languages, which appears to be in fact both L and TL have a formally equivalent system. Based on question number 3 “go to your scheduled rehearsals this afternoon” and translated “lihat jadwal latihan kalian sore ini” categoized as the intra system shift because the equivalent sentence does not match the formal system. In English people use the



word “go to” and did not use “go see”. While in Indonesian we said “lihat or liatlah”. From 10 students who answered correctly in **intra system shift** 4 students and 6 students did not answer correctly, some of students answered **transposition shift** and **shift from plural to singular**. So from question number 3 it can be concluded that students do not understand intra system shift.

d. Unit shift

Unit shift is difference caused by difference in unit or rank in SL to TL. Based on question number 4 “girl” and translated to “anak perempuan”. Categorized as unit shift as we know unit shift is difference caused by difference in unit or rank in SL in TL girl categorized as word meanwhile, in SL “anak perempuan” it categorized as adjective phrase. From 10 students who answered correctly in **unit shift** 5 students and 5 students who answered not correct that is **word to phrase shift**. So from question number 4 it can be concluded that half of students understand intra unit shift.

## 2. Students Problem in Category Shift in Translation

Based on analysis 10 documents, students have still problem in category shift most especially in intra system shift and unit shift.

The reason of English students still have problem in category shift translation. The writer conducted the interview to 10 students. The conclusion of interview result is presented in below:

The first question “what you know about category shift in translation?” the student answer that they have already know about it.

Second question “what do you know about the components of the category shift in translation?” All of the students stated that they known the components from category shift. Some of the students said that they only knew a little about the components of category shift. There is just one student who did not know about it.

Third question “Do you know how to distiguish the components of category shift in translation between unit shift, structure shift, class shift and intra system shift?” There are some students who did it, and the others are still confused about it.

The fourth question “Do you have the problems in category shift of the traslation?”. All the students answered that they have the difficulties or some problems in category shift in translation.

The fifth question “What kinds of problem do you have in category shift of the translation?” The students got some problems in

category shift. The first problem is from distinguish part of category shift. From the interview, many respondents stated that they have difficulties in meaning of the sentences. The second problem came from the grammatically factor, some of the respondents stated that it was hard for them distinguish part of the category shift because they are had lack of grammar mastery.

The last question “How do you to solve the problems of the category shift in translation?”their answer are various. Firstly, by learning in course. Some of the respondents joined the course because, it guided them to understand about the category shift. Secondly, they stated that they asked their friends about it. Thirdly, there were some students learned it through the internet.

Based on result interview 10 students, the writer concludes that the problems of the category shift are :

- a. The students are difficult to understand the sentences
- b. The students are lack of grammar mastery.

### **3. The Solution of The Students Problem in Category Shift**

The solution of the category shift, they can join the course that provided the service to guide the students material about the category shift and working in group. Second, they can learn in the internet as guider to learning the category shift. The last students can asking to friends or another people that more understand in category shift.

### **C. Discussion**

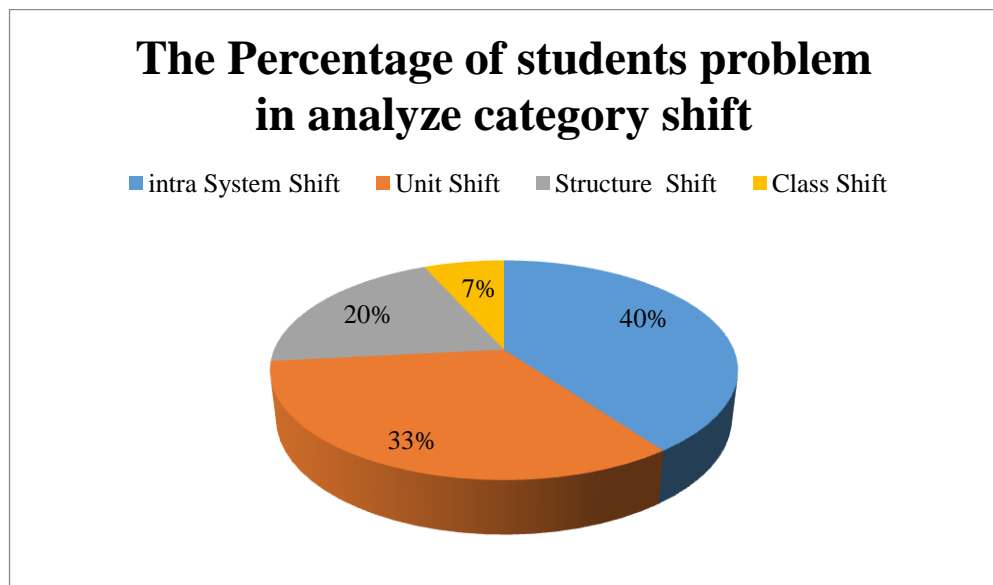
This research analyzed types in category shift on student documents in English into Indonesian translation of IAIN Metro in academic year 2020/2021. There are four type category shift in translation, the first unit shift, the second structure shift, the third is class shift and the last intra-system shift.

Based on the document analysis results some of the category shift in translation students still have many problem. Researcher find out the students have problem in intra system shift and unit shift.

Based on interview the students have problem in translating on target language, lack of grammar and confused with the meaning of word sentence.

Some solutions of students problem in category shift that can be use by English students. They can join the course and learn material category shift from internet or ebook.

From the data analysis result some of the category shift in translation still have many problem that percentage can be seen in figure one:



**Figure 1: The Percentage of students mistakes in analyze category shift**

From the figure one it can be conclude that there still many problem in English student analyze category shift. There are four problem in category shift that is class shift (7%), structure shift (20%) but the most especially problem were found on two category namely intra system (40%) shift and unit shift (33%)

Based on the result of interview, the writer found that many students were still confused in category shift. Many students stated that they have difficulties in meaning of the sentences. The problem came from the grammatically factor.

The solution of this problem, students joined the course that gave the service to guide the material of category shift because they are confusing

The last one, students can learn to internet or asking with friends that more understand about category shift in translation.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the data analysis, the writer concludes as follow:

There are four in category shift that the writer analysis, namely intra system shift, unit shift, structure shift and class shift but the most especially problem were found on two category namely intra system shift and unit shift

They have problems in category shift because they had confused distinguish category shift, lack of grammar and lack of vocabulary. So it can be said that student's have problem in category shift translation is different for each individual.

From the problem above, there are some solutions that can be use by English students. Firstly, they can join the course that provided the service to guide the students material about category shift and working in group. Secondly, they can learn in the internet as guider to learning category shift. The last students can ask their friends or other people have more competencies in category shift.

The conclusion, the students have especially problem were found on two category namely intra system shift and unit shift then

students have problem in category shift such as lack of grammar, still confusing with distinguish category shift.

However, some solutions that can be use by English students. They can join the course and learn material category shift from internet.

## **B. Suggestion**

Through this research, the researcher would like to constructively give suggestions as follow:

### 1. For students

It is recommended for English students to be more focus on their English mastery because it is their major, they need to learn more and also recommended to course as reference in learn material English especially category shift into Indonesian translation

### 2. For lecturers

It is recommended to motivate their students to read or learn material in internet or download e-book as reference to their knowledge. The lecture also suggested remind the students must focus on learning given in class and actively ask about category shift material in order to understand well.

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# APPENDIX

Analyze the sentence below into the category shift!

1. Bsu : you are famous  
Bsa : kamu terkenal  
Analysis :
2. Bsu : what's sad?  
Bsa : apanya yang menyedihkan?  
Analysis :
3. Bsu : you are nice man  
Bsa : kamu pria baik  
Analysis :
4. Bsu : go to your scheduled rehearsals this afternoon  
Bsa : liat jadwal latihan kalian sore ini  
Analysis :
5. Bsu : girl  
Bsa : anak perempuan  
Analysis :
6. Bsu : it's sad  
Bsa : menyedihkan ya  
Analysis :
7. Bsu : I have cats  
Bsa : saya punya kucing  
Analysis :
8. Bsu : suprise yourself, so you can suprise the audience. Transcendice  
Bsa : buat dirimu terkejut, agar penonton juga terkejut. Melampaui  
batas  
Analysis :

Name : Annisa Octa Rahmanisa  
NPM : 1901052004  
class : A

1. Stukture shift
2. Intra system shift
3. class shift
4. unit shift
5. class shift
6. structure shift
7. class shift
8. class shift



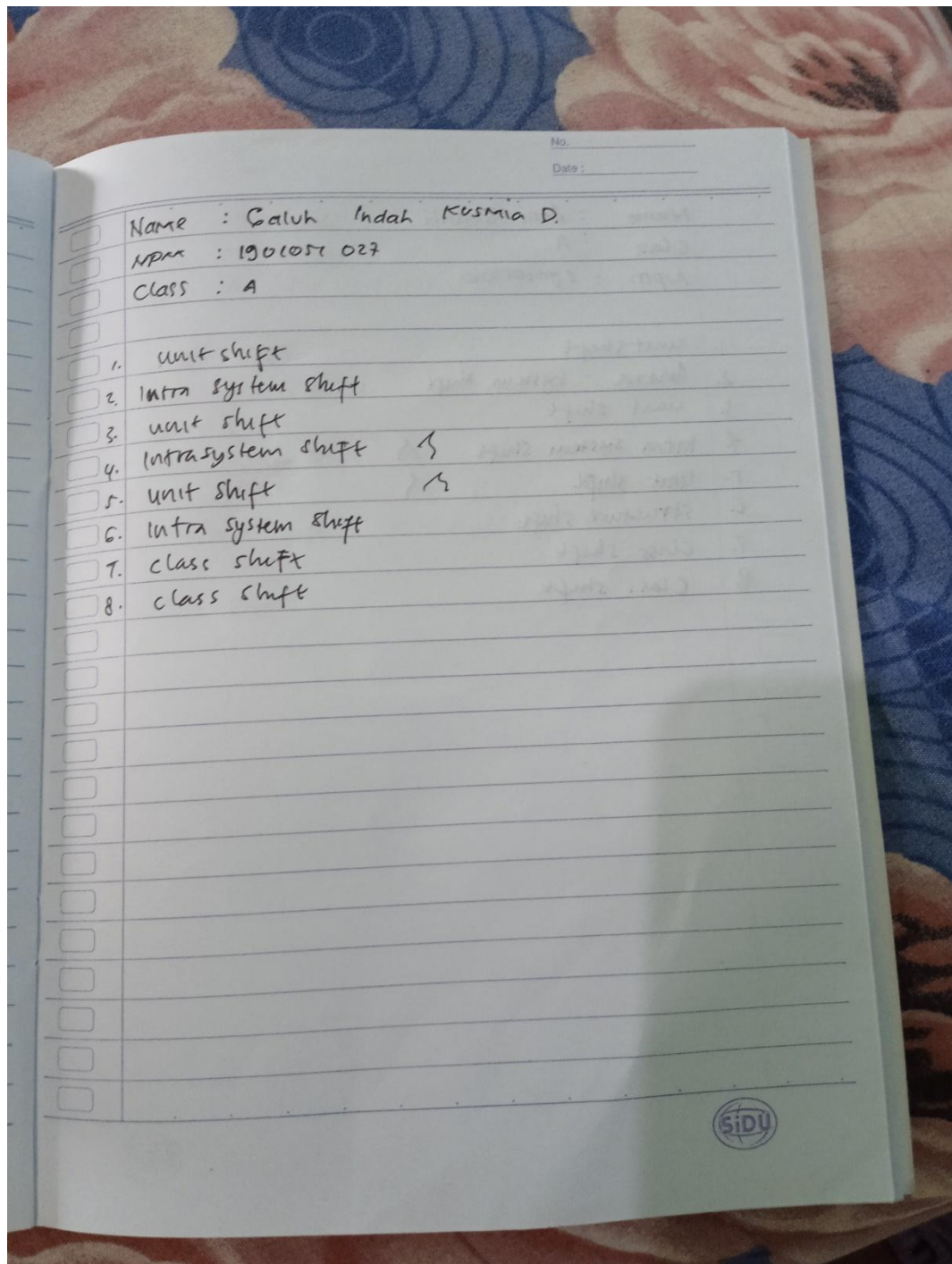





















### **INTERVIEW GUIDELINE**

1. What do you know about the category shift in translation?
2. What do you know about the components of the category shift in translation?
3. Do you know how to distinguish the components of category shift in translation between unit shift, structure shift, class shift and intra-system shift?
4. Do you have the problems of the category shift at translation?
5. What kinds of problem do you have of the category shift in translation?
6. How do you solve the problems in category shift in translation?

No. \_\_\_\_\_  
Date: \_\_\_\_\_

Name : Annisa okta Rahmawati  
 NPM : 1901052024  
 Class : TBI A

1 I know  
 2 yes, I know component in category shift  
 3 I ~~distiguish~~ can't distiguish category shift  
in translation  
 4 yes, I have problem  
 5 I have low vocabulary and grammar  
 6 I ask my friends  
I join the course







No. \_\_\_\_\_

Date: \_\_\_\_\_

 Name : Devina Mustika Anzari

 NPM : 1901050009

 Class : TBI A

 1. Yes, I know

 2. yes, I know the component in category shift

 In translation

 3. I usually confused to distinguish component in category shift.

 4. yes, I have problem

 5. I have low vocabulary, grammar and I confused the meaning of sentence

 6. yes I have solve in category shift.

 first, I learn in internet

 second, I ask my friends

 third, I join the course

 the last, I attention my lecturer in class in

 Process learning.




No. \_\_\_\_\_  
No. \_\_\_\_\_  
Date : \_\_\_\_\_

Name : Galuh Indah Kusmia Dewi  
 NPM : 1901051027  
 class : TB1 A

- 1 yes, I know  
 2 yes, I know the component category shift  
 3 I confused distinguish in category shift  
 4 yes I have problem in category shift  
 5 I have problem in grammar and meaning in the sentences  
 6 I learn in internet  
 I learn and download e-book

No. \_\_\_\_\_  
Date : \_\_\_\_\_

Name : Hestian  
 NPM : 1901051029

1. Yes, I know


2. Yes I know the component in Category Shift

3. I sometimes ~~was~~ confused to distinguish in Category Shift

4. Yes, I have problem

5. I have problem in ~~meanig~~ meaning the sentence and I have problem in grammar

6. I usually ask my friends more understand or learn in course



No. \_\_\_\_\_  
Date : \_\_\_\_\_

\* Name : Jihan Lestari  
NPM : 1901050020

1. category shift is the difference in system when translate SL to TL
2. Grammar, Structure, Meaning
3. Unit is different in form  
Structure in structure  
class is in the class of word  
and intra-system in form of sentence
4. Yes
5. I have problem in categorize
6. Learn more





### Facilities at IAIN Metro

No	Facilities	Total of room	Large (m2)
1	Lecturer's Unit	1	556
2	Computer Laboratory	1	1000
3	Library	1	1000
4	Language Laboratory	1	180
5	Islamic Development	1	106,8
6	Classroom	74	30
7	Mosque	1	-
8	Futsal Field	1	1000
9	Basketball Field	1	510
10	Wall Climbing Field	1	-
11	Volley Field	1	92
12	Tennis Field	1	-
13	Auditorium	1	650
14	Students Activities	1	-
15	Students Committee Office	1	-
16	Office of University Head	2	-
17	Munaqosyah Building	1	-
18	Postgraduate Building	1	-
19	Parking Place	9	-
20	Faculty	2	-



### The Sketch Location of State Islamic Institute of Metro

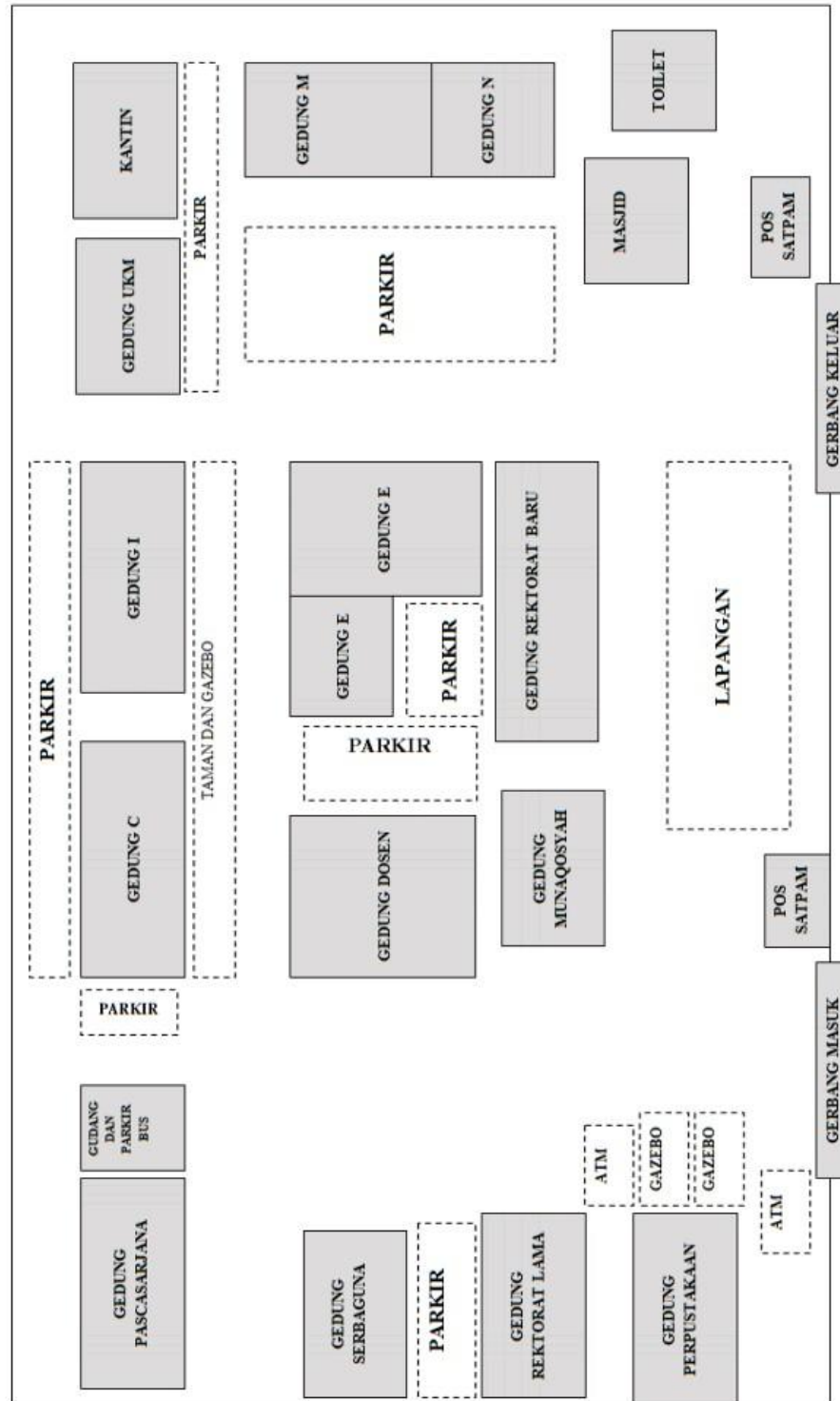


Figure III: the Location Sketch of IAIN Metro (Campus 1)



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iam@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : ENDANG SAFITRI  
NPM : 1501070051

Fakultas/Jurusan : TBI  
Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday, 08/2019	✓		- Revise table pre-survey - Revise problem identification - Add the statement in fokus of study	
2	Wednesday, 13/2019	✓		- Revise grammar (in ch III)	
3	Friday, 02/07 2020	✓		- cover - Revise chapter I	
4	Friday, 17/2020	✓		- add example Category skipt in chapter I - Revise Data Collection technique	
5	wednesday 22/2020	✓		- Revise chapter I & III	
6	wednesday 05/10/2020	✓		- Revise chapter III	
7	wednesday 12/10/2020	✓		Acc Seminar	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Widhya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002



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**INSTITUT AGAMA ISLAM NEGERI METRO**  
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**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : ENDANG SAFITRI

Fakultas/Jurusan : TBI

NPM : 1501070051

Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, 11/10/2019		✓	- Revise formatting - Add the theory In Chapter II	
2	Friday, 18/10 2019		✓	- Add example Category ship - Revise grammar dich III	
3	Thursday, 07/10 2019		✓	a Summary	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1113/In.28.1/J/TL.00/04/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
REKTOR IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:


Nama : **ENDANG SAFITRI**  
NPM : 1501070051  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF CATEGORY SHIFT IN ENGLISH INTO  
INDONESIAN TRANSLATION ENGLISH DEPARTMENT  
STUDENT OF IAIN METRO IN ACADEMIC YEAR 2019/2020

untuk melakukan *pra-survey* di IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 29 April 2019  
Ketua Jurusan  
Tadris Bahasa Inggris

  
**Ahmad Subhan Roza, M.Pd.**  
NIP 19750610 200801 1 014



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INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296;  
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : 1881/In.28/R.1/TL.00/06/2019 26 Juni 2019  
Lampiran : -  
Perihal : Balasan Izin Pra Survey

Kepada Yth.  
Endang Safitri  
di  
Tempat

*Assalamu'alaikum Wr. Wb.*

Menindaklanjuti surat Saudara tanggal 29 April 2019 perihal izin pra survey,  
maka dengan ini kami memberikan izin pra survey kepada:

Nama : **Endang Safitri**  
NPM : 1501070051  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul proposal : AN ANALYSIS OF CATEGORY SHIFT IN ENGLISH INTO  
INDONESIAN TRANSLATION ENGLISH DEPARTMENT  
STUDENT OF IAIN METRO IN ACADEMIC YEAR 2019/2020

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana  
mestinya.

*Wassalamu'alaikum Wr. Wb.*

An. Rektor  
Wakil Rektor Bidang Akademik dan  
Kelembagaan

Suhairi



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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 Telp. (0725) 41507, Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website;  
 www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Endang Safitri  
 NPM : 1501070051

Fakultas/Jurusan : FTIK /TBI  
 Semester/TA : XI/ 2021

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	Rabu 09/06		1. Dedication Page 2. Original Statement 3. Conclusion	
2	Jum'at 11/06		1. Revise Chapter IV & V	
3	Rabu 16/06		1. Revise Data General description 2. Revise Discussion	
4	Rabu, 22 Juni 2021		ACC Murningsyah	

Diketahui :  
 An Kepala Jurusan TBI

**Andjanto, M.Pd.**  
 NIP. 19871102 201503 1 004

Dosen Pembimbing I

**Dr. Widhya Ninsiana, M.Hum**  
 NIP. 19720923 200003 2 002



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 www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Endang Safitri Fakultas/Jurusan : FTIK /TBI  
 NPM : 1501070051 Semester/TA : XI/ 2021

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Jumat 28/05	✓	1. Revise Chapter IV 2. Revise chapter V 3. Revise Discussion	
2.	Kamis 03/06	✓	1. Revise Motto 2. Revise conclusion 3. Revise original statement	
3.	Senin 07/06 2021	✓	M. Munggaran sa E. H. H. H.	

Diketahui :  
 An Kepala Jurusan TBI

Andianto, M.Pd.  
 NIP.19871102 201503 1 004

Dosen Pembimbing II

Ahmad Subhan Roza M.Pd.  
 NIP.19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507, Faks (0725) 47296, Website: digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-504/ln.28/S/U.1/OT.01/06/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ENDANG SAFITRI  
NPM : 1501070051  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1501070051

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Juni 2021  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002





**KEMENTERIAN AGAMA**  
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 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA JURUSAN TADRIS BAHASA INGGRIS**

Nomor : B-2214...../In.28/J/PP.00.9/06/2021

Yang bertanda tangan dibawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Endang Safitri  
 NPM : 1501010051  
 Jurusan : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 21 Juni .....2021

Ketua Jurusan TBI



Anuganto, M.Pd

NIP. 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-1944/In.28/D.1/TL.01/06/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ENDANG SAFITRI**  
NPM : 1501070051  
Semester : 12 (Dua Belas)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Melaksanakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CATEGORY SHIFT IN ENGLISH INTO INDONESIAN TRANSLATION (A CASE STUDY AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO)".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro  
Pada Tanggal : 09 Juni 2021

Mengetahui  
Pejabat Setempat

\_\_\_\_\_  
Andianto, M.Pd



Wakil Dekan Akademik dan  
Kelembagaan,

\_\_\_\_\_  
Daryudiyanto S.Si., M.Si.  
NIP. 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1943/In.28/D.1/TL.00/06/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
REKTOR IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Berdasarkan dengan Surat Tugas Nomor: B-1944/In.28/D.1/TL.01/06/2021, tanggal 09 Juni 2021 atas nama saudara:

Nama : **ENDANG SAFITRI**  
NPM : 1501070051  
Semester : 12 (Dua Belas)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CATEGORY SHIFT IN ENGLISH INTO INDONESIAN TRANSLATION (A CASE STUDY AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO)".

Kami mengharapkan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 Juni 2021  
Wakil Dekan I,  
  
Dr. Yudiyanto S.Si., M.Si.  
NIP. 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296;  
Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

**SURAT KETERANGAN TELAH MELAKSANAKAN RESEARCH**

NO. B-2475/In.28/D.1/TL.00/06/2021

Menindak lanjuti surat Institut Agama Islam Negeri (IAIN) Metro NO. B-2475/In.28/D.1/TL.00/06/2021, tanggal 09 Juni 2021 perihal izin Research, dengan ini Ketua Jurusan Tadris Bahasa Inggris IAIN Metro Menerangkan bahwa:

Nama : Endang Safitri  
NPM : 150107051  
Jurusan : Tadris Bahasa Inggris (TBI)

Telah selesai melaksanakan penelitian selama 8 hari dari tanggal 09 Juni 2021 sampai dengan 17 Juni 2021 di IAIN Metro dengan judul "AN ANALYSIS OF CATEGORY SHIFT IN ENGLISH INTO INDONESIAN TRANSLATION (A Case Study at English Education Department of IAIN Metro)" dengan baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 18 Juni 2021

Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP.198711022015031004

## **CURRICULUM VITAE**



The writer name is Endang Safitri. She was born in Way Kanan on February, 22<sup>th</sup> 1997. Live in Banjit, Way Kanan. The writer finished her formal education, elementary school at SD N 02 Donomulyo, junior high school at SMP N 02 Banjit and senior high school at MAN 01 Lampung Timur. After graduated from senior high school, the writer became the student of IAIN Metro since 2015. The writer listed as student in English department program of IAIN Metro.