

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS OF USING RANK SHIFT IN  
TRANSLATION OF THE FOURTH SEMESTER AT IAIN  
METRO ENGLISH DEPARTMENT STUDENTS**

**By:**

**VELA SETIANA  
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**TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H / 2021 M**

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS OF USING RANK SHIFT IN TRANSLATION OF  
THE FOURTH SEMESTER AT IAIN METRO ENGLISH DEPARTMENT  
STUDENTS**

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

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Matter : **In order to hold the munaqosah of Vela Setiana**

To:  
The Honorable the Head of Tarbiyah Department  
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*Assalamu'alaikum, Wr. Wb*

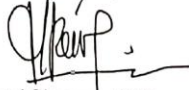
We have given guidance and enough improvement to undergraduate thesis script which is written by:

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

*Wassalamu'alaikum, Wr.Wb*

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*AssalamualaikumWr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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TRANSLATION OF THE FOURTH SEMESTER OF IAIN  
METRO ENGLISH DEPARTMENT STUDENTS

Sudah kami setuju dan dapat dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

*Wassalamu'alaikumWr.Wb*

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**RATIFICATION PAGE**

No. B-4396/111.28.1/D/PP-00.9/11/2021

The Undergraduate Thesis entitled: AN ERROR ANALYSIS OF USING RANK SHIFT IN TRANSLATION OF THE FOURTH SEMESTER AT IAIN METRO ENGLISH DEPARTMENT STUDENTS written by: VELA SETIANA, Student Number 1601070053, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, October 11<sup>th</sup>, 2021 at 01:00-03:00 p.m.

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The Dean of Tarbiyah and Teacher Training Faculty



# **AN ERROR ANALYSIS OF USING RANK SHIFT IN TRANSLATION OF THE FOURTH SEMESTER AT IAIN METRO ENGLISH DEPARTMENT STUDENTS**

## **ABSTRACT**

**By:**

**VELA SETIANA**

The research is aimed to identify the types of rank shift and to investigate the students' difficulties in rank shift used in translation skill of English Department students. Moreover, the purpose of this research is to analyze the factors of the students' difficulties in rank shift used in students' translation of English education students.

The method of this research is qualitative research method. The main source data is from students' translation and interview. In collecting the data, the researcher used documentation, observation, and interview.

The result of this research shows that there are 32 errors of rank shifts found in students' translation. They are upward rank shift and downward rank shifts. From 10 students, the total of upward rank shift errors that found is 23 or 72% while the total of downward rank error that found is 9 or 28%. Based on the data, it can be concluded that error in the type of upward rank shift is much more than downward rank shift in students' translation. Furthermore, the researcher found that the factor students get errors in rank shift used are the students get difficulties in choosing the appropriate word of the meaning from source language to the target language and the student still get confuse in understanding about grammar so that the students should be better if they understand about rank shift more.

**Keywords:** *Errors in rank shift, translation, qualitative research.*

**ANALISIS KESALAHAN PENGGUNAAN PERGESERAN TINGKAT  
DALAM PENERJEMAHAN MAHASISWA IAIN METRO SEMESTER  
EMPAT JURUSAN TADRIS BAHASA INGGRIS**

**ABSTRAK**

**Oleh:  
VELA SETIANA**

Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis pergeseran tingkat dan untuk mengetahui kesulitan siswa dalam pergeseran tingkat yang digunakan dalam keterampilan penerjemahan mahasiswa jurusan Bahasa Inggris. Selain itu, tujuan dari penelitian ini adalah untuk menganalisis faktor-faktor kesulitan siswa dalam pergeseran tingkat yang digunakan dalam terjemahan siswa dari siswa jurusan Bahasa Inggris.

Metode penelitian ini adalah metode penelitian kualitatif. Sumber data utama berasal dari terjemahan dan wawancara. Dalam pengumpulan data, peneliti menggunakan dokumentasi, observasi, dan wawancara.

Hasil penelitian ini menunjukkan bahwa ada 32 kesalahan pergeseran tingkat yang ditemukan dalam terjemahan siswa. Mereka adalah pergeseran tingkat ke atas dan pergeseran tingkat ke bawah. Dari 10 siswa tersebut, total kesalahan pergeseran tingkat ke atas yang ditemukan adalah 23 kesalahan atau 72% sedangkan total pergeseran tingkat ke bawah yang ditemukan adalah 9 kesalahan atau 28%. Berdasarkan data, dapat disimpulkan bahwa kesalahan pada tipe pergeseran tingkat ke atas lebih banyak daripada kesalahan pergeseran tingkat ke bawah dalam terjemahan siswa. Selanjutnya, peneliti menemukan bahwa faktor siswa mendapatkan kesalahan dalam pergeseran tingkat yang digunakan adalah siswa mengalami kesulitan dalam memilih kata yang tepat dari makna dari bahasa sumber ke bahasa target dan siswa masih bingung dalam memahami tentang tata bahasa sehingga siswa harus akan lebih baik jika mereka lebih memahami tentang rank shift.

**Kata kunci:** *Kesalahan dalam pergeseran tingkat, terjemahan, penelitian kualitatif*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, October, 11<sup>th</sup> 2021

The Researcher


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## ORISINALITAS PENELITIAN

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Metro, 11 Oktober 2021

Peneliti



**Vela Setiana**  
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## MOTTO

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ لَا يَسْتَحْفَظُكَ الَّذِينَ لَا يُوقِنُونَ

“Therefore be patient; surely the promise of Allah is true and let not those who have no certainty hold you in light estimation.” (Q.S Ar-Rum: 60)

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to my beloved family who always gives the best support and prays in every condition and situation.

## ACKNOWLEDGEMENTS

Praise to Allah SWT the Almighty and the most merciful who has given his blessings and guidance. The greeting always gives to Prophet Muhammad SAW as the best role model. This undergraduate thesis required for the Degree of Sarjana Pendidikan (S.Pd) entitled *“An Error Analysis of Using Rank Shift in Translation of the Fourth Semester at IAIN Metro English Department Students.”*

Considering the limitations of knowledge and writing ability of the researcher, this undergraduate thesis is inseparable from deficiencies and is not perfect. The researcher realized that in the process of writing this undergraduate thesis encountered many obstacles. However with the help, guidance, cooperation from various parties, the obstacles faced can be overcome. Therefore, the researcher would like to express her gratitude to:

1. Dr. Siti Nurjanah, M.Ag, PIA as the Rector of State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty.
3. Andianto, M.Pd as the Head of English Education Department
4. Drs. Kuryani, M.Pd and Syahreni Siregar, M.Hum as the Sponsor and Co-Sponsor for helping and guiding me to accomplish this undergraduate thesis.
5. Miss Trifita Handayani as the lecture of translation class for helping and permitting me to conduct this research in her class.

6. My dearest parent, sister, and friends for never stop showering me with prays and supports.

However, the researcher hopes that this undergraduate thesis can be useful for the researcher in particular and for all who wish to use it.

Metro, October, 11<sup>th</sup> 2021

The Researcher



**Vela Setiana**  
NPM.1601070053

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is an international language which used by a lot of people in almost whole world for communicate each other. It is very important to establish a good relation with another people in this globalization era. English takes an important role as a media of communication in written form or spoken form. The role of English is a priority in various systems of life including political, socio-cultural, defense and security and also education aspects.

As one component of English, translation is copying or moving one language to another language. In addition, translation is a process of transferring meaning from source language to target language. Furthermore, translation is the method of transferring the context of the text in the source language in order to create identical text in the target language that express the same message.

Translation takes an important role in the process of delivering messages from source language to target language. Translating some messages from source language to target language can help us to understand and get the point about the message itself. In relation, through translation, someone can deliver information from different language to other people who cannot understand from the source language. It can be seen from some book that has been translated from English to Indonesian

in order that Indonesian people can also learn those book whether it is English book.

However, translation is not an easy thing to master in a short amount of time. There are a lot of problems that faced by students in this situation. Commonly, the problem includes less of vocabulary, ambiguity, diction, idiomatic, grammatical structure, collocation, accuracy level and so on.

In relate to the general problems in translation, the researcher has done pre-survey to know the problems of translation especially in IAIN Metro. Pre-survey has been done on August 14<sup>th</sup>, 2020, of the students English Department of IAIN Metro especially in translation class. In pre-survey, the researcher asked for students' assignment in translating text from Indonesian to English. In pandemic era right now, the researcher did pre-survey via online. The students sent the task that had given before via email. The result of pre-survey will be described in this table bellow:

Table 1

The Data of Pre-Survey Result Translation Skill among English Department Students of IAIN Metro

<b>No.</b>	<b>Students' Name</b>	<b>Grade</b>	<b>Criteria</b>
1.	XXA	40	Low
2.	XXB	75	Medium
3.	XXC	80	High

4.	XXD	60	Medium
5.	XXE	70	Medium
6.	XXF	50	Low
7.	XXG	40	Low
8.	XXH	80	High
9.	XXI	60	Medium
10.	XXJ	50	Low

(Archived from Students' Assignment given by the Translation Lecturer at the English Department Students)

The result of pre-survey in the form of translation scores of English Department students are categorized into low, medium, and high criteria.

Based on the table above about data pre-survey, it is known that there are 4 students got the low score the criteria, 4 students got the medium score and 2 students got the high score. It means the number of students that got the low and medium score is more than the number of students that got the high score. Because of that, it can be concluded that translation skill of students' English department IAIN Metro is not quench.

In line with the result of translation in pre-survey process from the students' document, it shows that the main problem in students' translation is caused by limit on students' vocabulary and grammatical structure. Beside of that, translation problem is caused by mastery of English. The other problems in translation are incompatibility important message from

source language to the target language. Furthermore, the problem in translation is caused by lack of motivation and interest to translate.

Related to the problem of translation, it needs an effort to reveal the phenomenon in translation. One of the phenomenon that arise in translation is rank shift. Catford states that by unit shift it means change of rank—that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in source language (SL) is a different rank of a unit in the target language (TL).<sup>1</sup> ‘Rank’ here refers to the hierarchical linguistic units of sentence, clause, group, word and morpheme. In addition, rank shift is the changing of one unit to the lower unit. In conclusion, rank shift is *to shift or be shifted from one linguistic rank to another in target language*.

Rank shift has important role in determine the quality of translation. Through rank shift, students can learn how different level in a unit can be brought down to create interesting linguistics structures. Then, it can show us how the grammar of language works with minimal possible labour to produce unlimited number of sentences. Beside of that, students can do paraphrasing by rank shift so they can explore the structure into lower level or higher level rank. Moreover, rank shifting can be used to create complexity in structure of one's language.

Based on that explanation, it is important to reveal the phenomenon of rank shift in translation. In the pandemic of Covid-19, the researcher

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<sup>1</sup>J. G. Catford, *A Linguistic Theory of Translation* (London: Oxford University Press, 1965), 20.



will do a qualitative research via online. The researcher will take a data by using the technology and internet as well as possible. In this case, the researcher will reveal the phenomenon of rank shift in translation of students of English Department, so that the researcher will do a qualitative research that the title is An Error Analysis of Using Rank Shift in Translation of the Fourth Semester at IAIN Metro English Department Students.

### **B. Research Questions**

1. What are the types of rank shift in students' translations of English department students?
2. What are the students' errors in rank shift used in students' translation of English department students?
3. Why do the students get errors in rank shift used in translation of English department students?

### **C. Objectives and Benefits**

#### 1. Objectives of the Research

Based on the research questions, the researcher determines the objective of the research as follows:

- a. To identify the types of rank shift used in students' translation of English Department students.
- b. To investigate the students' errors in rank shift used in translation of English Department students.

- c. To analyze the factors of the students' difficulties in rank shift used in students' translation of English education students.

## 2. Benefits of the Research

This research is expected useful to students, lecturer, and the other researchers.

### a. For the students

This research is expected useful for the students as the information about the types of rank shift in translation. Beside of that, the implementation of this research will reveal the students' difficulties in translation especially relate to the rank shift. Through knowing that phenomenon, the students can more study hard in developing their translation skill.

### b. For the Lecturer

This research is expected as the information about the students' difficulties in translation about rank shift. In addition, the lecturer can know the cause of rank shift phenomenon. So that, by getting the information the lecture can know the cause of the problems.

### c. For the Other Researcher

This research is expected as guidelines for the other researcher as one of the reference in doing the observation with the same topic which is the using of rank shift in translation. Through this research, the other researchers can understand rank shift and the analysis type of rank shift in translation.

#### D. Prior Research

This research will be done by some consideration in three of prior research.

The first prior research is done by Nunun Tri Widarwati under titled *An Analysis of Rank Shift of Compound Complex Sentence Translation*.<sup>2</sup>The objectives of the first prior research are to describe the rank-shift of compound complex sentence translation in Harry Potter and the Order of the Phoenix novel translation by Listiana Srisanti and also to describe the accuracy of those translations. Sampling technique that used in the research is selective random sampling which's based on theoretical concept, personal researcher desire, empirical characteristics, etc. In other words, it can be said that the researcher applied purposive sampling or purposive with criterion-based selection. The method of the first prior research is qualitative research. The result of the first prior research is from 50 sentences. All sentences are translated into two or three sentences that mean *rank-shift* strategy is applied to translate those sentences. Among them, there are 43 sentences translated into two sentences and 7 sentences is translated into three sentences. Second, the accuracy of the translation of compound complex sentence in Harry Potter and the Order of the Phoenix novel is categorized into: very accurate translation, accurate translation and inaccurate translation. The percentage of each is as follows: 31 sentences (60%) belong to very accurate translation, 16 sentences (30%)

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<sup>2</sup>Nunun Tri Widarwati, "An Analysis of Rank-Shift of Compound Complex Sentence Translation," *Journal of Education and Practice* 6, no. 30 (2015), 126.

belong to accurate translation, and 3 sentences (6%) belong to inaccurate translation.

This research has similarities and differences with the first prior research. The similarities of this research with prior research include the use of type of the research method. Furthermore, the differences between this research and the first prior research, if the first prior research is a research that analyzing of rank shift of compound complex sentence in translation, this research will analyze the errors of using rank shift in the students of English department's translation. Moreover, this research are to identify the types and the difficulties of rank shift used in students' translation of English department students and also to analyze the factors of students difficulties in rank shift used in translation skill of English department students whereas the first prior research are to describe the rank-shift of compound complex sentence translation in Harry Potter and the Order of the Phoenix novel translation by Listiana Srisanti and also to describe the accuracy of those translations.

The second prior research is done by Otti Dian Pratiwi with the title *Syntactical Rank-Shift Analysis on The Mummy With No Name By Geronimo Stilton And Its Translation Mumi Tanpa Nama By Tanti Susilawati*.<sup>3</sup> The objectives of the second prior research is to finding out the types of syntactical rank-shift of translation in Geronimo Stilton's story book *The Mummy with No Name* and its Indonesian translation *Mumi*

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<sup>3</sup>Otti Dian Pratiwi, *Syntactical Rank-Shift Analysis on The Mummy With No Name By Geronimo Stilton And Its Translation Mumi Tanpa Nama By Tanti Susilawati*, (Semarang: Dian Nuswantoro University, 2012).

*Tanpa Nama* by Tanti Susilawati. The sample of the second prior research use source of data is a story book entitled *TheMummy with No Name* which was published in New York in 2006, and its Indonesianversion which was published in Jakarta in 2011. There are 106 data consist of syntactical rank-shift of translation found in the books. The method of the second prior research belongs to descriptive qualitative method. The result of the second prior research shows that there are ten of eleven kinds of syntactical rank-shift of translation used in the books. Those are four types of syntactical rank-shift based on Simatupang's theory and six types of syntactical rank shift in translation which are found by the researcher. The most dominating translation shift is syntactical rank-shift of word to phrase which consists of 59 numbers of syntactical rank-shift with the total percentage of 55,6 %.

This research has similarities and differences with the second prior research. The similarities are the use in analyzing ranks shift of the research in translation and the types of research method which is qualitative research method. Moreover, there are some differences between this research and the second prior research. This research is focused in analyzing errors in using rank shift of English department students' translation. Meanwhile, the second prior research is focused in analyzing syntactical rank shift. Furthermore, this research are to analyze the types and the difficulties of rank shift used in students' translation of English Department students and also to investigate the factors of students

difficulties in rank shift used in translation skill of English Department students while the second prior research is to finding out the types of syntactical rank-shift of translation in Geronimo Stilton's story book *The Mummy with No Name* and its Indonesian translation *Mumi Tanpa Nama* by Tanti Susilawati.

The third prior research is done by Fitri Wulandari with the title *The Analysis Of Translation-Shift Of The English Noun Phrase Used In The Garfield "Takes Up Space" Comic*.<sup>4</sup> The objective of the third prior research is to analyze translation-shifts of the English noun phrase in the Garfield "Takes Up Space" Comic. The data of this research were taken from the utterances both in the source text (ST) and target text (TT) of the Garfield "Takes Up Space" Comic. The method of the third prior research use qualitative research method. The result of the third prior research is 100 clauses which have 106 rank shifts of noun phrases found in the data. The first category is Phrase to Phrase Downward Rank Shift; there are 49 phrases or 46,2% in this type. The second category is Phrase to Phrase Upward Rank Shift; there are 28 phrases or 26,4% in this type. Next, the third category is Phrase to Word Downward Rank Shift; there are 26 phrases or 24,5% in this type. Furthermore, the fourth category is Word to Phrase Upward Shift with 2 phrases or 1,9%. The last category is Phrase to Clause Upward Rank Shift; there is 1 phrase or 1% in this type. The researcher does not find any phrases in Clause to Phrase Downward Rank

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<sup>4</sup>Fitri Wulandari, "The Analysis of Translation-Shift Of The English Noun Phrase Used in the Garfield "Takes Up Space" Comic," (Semarang: English Department, Dian Nuswantoro University, tt.)

Shift. Moreover, the researcher found the rank shift category based on Catford's framework (1974: 8) used in bilingual comics "Garfield takes up space". By using the theory of shifts by Catford, it can be seen clearly that shifts occur in the translation of English Noun Phrase into Indonesian. Based on the data, the most dominant category is Structure Shift with 59 phrases with 55,7%; the second level is Unit Shift with 23 phrases or 21,7%, the third level is Intra System Shift with 16 phrases with 15,1%, furthermore the fourth level is Class Shift with 8 phrases or 7%.

This research has similarities and differences with the third prior research. The similarities include the type of rank shift that will be identified. This research will identify what types of rank shift in the students of English department translation are and the third prior research also identified the type of rank shift. Moreover, the differences of this research and the third prior research are if this research is to investigate the factors of students' difficulties in rank shift used in translation skill of English Department students whereas the objective of the third prior research is just focused in analyzing translation-shifts of the English noun phrase in the Garfield "Takes Up Space" Comic. Besides that, the variable that use both of them is different. This research is analyzing of error in using rank shift in English department students' translation while the third prior research is analyzing the translation shift of the English noun phrase.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Concept of Translations

##### 1. Definition of Translation

The term translation is familiar nowadays. Translation is one thing important to master in English. In this globalization era especially, we need to know the other language from another country. In relation, delivering message from source language to target language help us in understanding what the message mean in order we are not misunderstanding or miscommunication.

According to Newmark, translation is a craft consisting in the attempt to replace a written message or statement in another language.<sup>5</sup>

Furthermore, Jeremy Munday says that translation refers to the general subject field, the product (the text has been translated) or the process (the act of producing the translation, otherwise known as translating). The process of translation between two different written languages involves the translator changing an original.<sup>6</sup>

In addition, according to Roger T. Bell, translation is the expression in another language (or target language) of what has been

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<sup>5</sup>Peter Newmark, *Approaches to Translation* (Oxford: Pergamon Press, 2001), 7.

<sup>6</sup>Jeremy Munday, *Introducing Translation Studies: Theories and Applications* (USA: Routledge, 2001), 5.



expressed in another, source language, preserving semantic and stylistic equivalence.<sup>7</sup>

Based on the explanation above, translation is the process changing text in written form from source language to reach the equivalence in the target language.

Translating process is not easy as we think. Moreover, Nababan states there are five problems in translation include of lexical meaning, grammatical meaning, contextual and situational meaning, textual meaning, and socio-cultural meaning.<sup>8</sup> Translator needs to read the text from source language that will be translated carefully. It needs more two times to read before get the main idea of each paragraph. Then, the translator should relate the idea before with the target language until it has an equivalent.

## **2. Process of Translation**

According Nida and Taber, there are three stages of translation process; analysis, transfer, and restructuring.<sup>9</sup>

### **a. Analysis**

Analysis is the process of analyze the structure of source language about the relationship of the grammatical, the meaning of the words, and also the combination of the words

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<sup>7</sup>Roger T. Bell, *Translation and Translating: Theory and Practice* (USA: Longman London and New York, 1991), 5.

<sup>8</sup>Nur Imani Shadrah, "A Translation Analysis of Colloquial Expressions in the Children's Storybook Entitled *The Secret Life Of Ms Wizby Terence Blackert*," (Surakarta: Sebelas Maret University, 2010), 8.

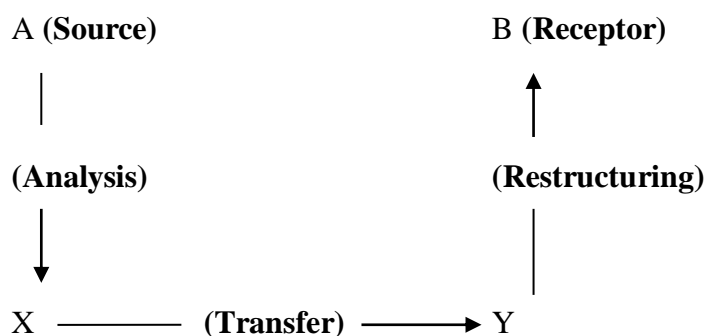
<sup>9</sup>Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation*, (New York: United Bible Societies, 1969), 33.

### b. Transfer

Transfer is the process of transferring meaning after analyzing process of the translator from source language to the target language.

### c. Restructuring

Restructuring is the process after transfer meaning from source language to the target language and it is rearranged in order to make final message that can be acceptable in the target language.



*Figure 1. Process of translation*

### 3. Translation Shift

There are many things should be considered by translator in translating process. As an example, the changing structure. In translation, it is known as a shift. A shift raise to make the message from source language delivered well to the target language. There are two major types of shift, level shift and category shift.<sup>10</sup>

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<sup>10</sup>J. G. Cartford, *A Linguistic Theory.*, 73.

Level shift is changing linguistic level of source language to different level of target language, but it has the same equivalence. For example in English is simple and continuous tense (write and was writing). Moreover, category shift is departures from formal correspondence in translation includes of structure shift, class shift, unit shift (rank-changes), and intra-system shift. In this case, the researcher will discuss about rank shift in translation of of IAIN English department students.

## **B. Concept of Rank Shift**

### **1. Definition of Rank Shift**

Catford states that by unit shift it mean changes of rank—that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in source language is different rank of a unit in the target language.<sup>11</sup>

Moreover, Halliday defines rank shift basically involves a change in the external functions of a symbolic unit: a clause which is rankshifted to phrase level, for instance, acquires the external functioning potential of phrases.<sup>12</sup>

Furthermore, Lyons, who looks at rank shift as a ‘surface structure notion’ points out that the relation between sentence, clause, phrases, words (in the sense of lexemes) and morpheme is one which could

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<sup>11</sup> Ibid.,79.

<sup>12</sup>Liesbet Heyvaert, *A Cognitive-Functional Approach to Nominalization in English* (Mouton De Gruyter: Berlin, 2003), 49.

be explained in terms of a unit of 'higher' rank consisting of units of 'lower' rank.<sup>13</sup>

Based on the definition above rank shift refers to changing the linguistic level of the sentence, clause, word, and morpheme from source language (SL) in different rank of target language (TL), for example:

Source Language (SL) : **Would you say** that you know Mr. Anto well?

Target Language (TL) : **Apakah** anda mengenal Mr. Anto dengan baik?

The example above shows that in source language (would you say) is a clause and in target language translated into word (apakah).

Source Language (SL) : My mouth had often watered **at the sight of them.**

Target Language (TL) : Sering mulut saya ngiler **melihatnya.**

The second examples in source language (at the sight of them) as prepositional phrase and translated into target language as word (melihatnya). It shows that from phrase translated into word occurs downward rank because from phrase level to word level.

## 2. Function of Rank Shift

Shifts occurs almost in every translation process. In translating process consists a lot of shift because every language has different way

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<sup>13</sup>Aziz Yousif Al-Muttalibi, Nada Aziz Yousif, "The Grammatical Phenomenon Of Rank Shift In Systemic Grammar," *Al-Maunsor Journal* 19, (2013), 139.

to be translated to the target language. Shift in translation should be concerned as an important part in translation process. This strategy, provides some benefits of helping translators to translate easier and produce a better product.<sup>14</sup> Meanwhile, with those benefits, shift has become a very useful tool for translators. However, it should be extremely careful when shifting in translation.

Catford says that shift is an attempt to distinguish between formal correspondence and textual equivalence.<sup>15</sup> Moreover, Vinay and Darbelnet argue that by shifting, it will enable the translator to avoid the pitfalls associated with this particular language pair.<sup>16</sup>

Based on the explanation above, it can be concluded that shift takes important role in translation. It will make the equivalence among source language and target language. Moreover, by shifting, the translator will be easier and they can paraphrase in translating process.

Meanwhile, rank shift is a part of translation shift, which is category shift, so it has the same function in translation process. Because it is rank, so rank shift will help the translator be easy in translating of hierarchy system (sentence, clause, phrase, word, and morpheme). By rank shifting, the meaning from source language will

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<sup>14</sup>Iwan Supriyatno, *The Analysis of Structure Shift in the English Translation of Thesis Abstracts Found at Teacher Training and Education Faculty Halu Oleo University*, (ttp.: Halu Oleo University, tt.), 2.

<sup>15</sup>J. G. Catford, *A Linguistic Theory*, 80.

<sup>16</sup>Lea Cyrus, "Old Concepts, New Ideas, Approaches to Translation Shifts," *In: Proceedings of the Fifth International Conference on Linguistic Resource and Evaluation*, (2009): 92.

be meaningful. It also makes the translator doing free translation by paraphrase in order the text from source language occurs equivalence in target language.

### 3. Types of Rank Shift

Catford says that usually there is sentence equivalence, but not always, but in the course of the text, equivalences may shift up and down the rank-scale, often being established at ranks lower than the sentence. It usually called 'rank-bound' translation. In normal, unbounded translation, translation equivalences may occurs between sentences, clauses, groups, words, and seldom morphemes.<sup>17</sup>

Based on the explanation, rank shift divided into two types, upward rank shift and downward rank shift.

#### a. Upward Rank Shift

Upward rank shift is the changing units of language from lower rank to higher rank of source language to target language. The movement includes words into phrases, words into phrase, and phrases into sentences/clauses.

Example :

Source Language (SL) : The greed just rips my  
**heartstrings.**

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<sup>17</sup>J. G. Catford, *A Linguistic Theory.*,75-76

Target Language (TL) : Keserakahan merobek **relung hatiku**.<sup>18</sup>

The example above shows that *heartstring* of source language (SL) is a noun and translated into *relung hatiku* in noun phrase of target language (TL).

**b. Downward Rank Shift**

Downward rank shift is the opposite of upward rank shift. It is the changing units of language from higher rank to lower rank of source language to target language. The movement includes phrases into words, clauses/sentence into phrases, and clause/sentence into words.

Example:

Source Language (SL) : Tell me you got **some kind of plan**.

Target Language (TL) : Semoga kau punya **rencana**.<sup>19</sup>

The example above shows that *some kind of plan* in source language (SL) is a phrase and translated to be *rencana* in target language (TL) as word form. It shows that there is a movement from higher rank (phrase) to lower rank (word).

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<sup>18</sup>Fitri Wulandari, "The Analysis of Translation-Shift Of The English Noun Phrase Used in the Garfield "Takes Up Space" Comic," (tp.: English Department, Dian Nuswantoro University, tt.) 7.

<sup>19</sup> Kania Widiyanti Suherman, Wawan Gunawan, "Translation Shift in the Indonesian Subtitle of The Revenant Film: A Systemic Functional Linguistics Approach," *Passage* 6, no. 1 76-91 (2018): 80.

#### 4. Problem of Using Rank Shift

Catford has mentioned before that rank shift is the changing of formal correspondence of source language to different unit rank in which translation equivalent in the target language.

Furthermore Catford define formal correspondence as any target language category (unit, class, structure, element of structure, etc.) which can be said the 'same' in the 'economy' of target language as the given source language category occupies in the source language. Whereas translation equivalent is any target language form which is translated to be the equivalent from source language.<sup>20</sup>

Based on the explanation above, it can be seen that the translator should get at the equivalent from source language to the target language in translating process. It also applied in rank shift (unbounded translation) that the source language should reach the equivalent although it is different rank in target language.

To reach the equivalent from source language to the target is not easy, because sometimes there is the cultural gap.

Beside equivalence, grammatical structure is a crucial part in rank shift. We should consider what level of the text being translated. It will be difficult if we do not know the structure of a sentence.

In relate to the explanation above, equivalence and grammatical structure can be a problem when shifting process.

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<sup>20</sup>J. G. Catford, *A Linguistic Theory.*, 27



## 5. Factors that Cause Rank Shift

Based on the characteristic of language that affect to translation, there are two factors that cause rank shift, lexical aspects and grammatical aspects.<sup>21</sup>

### a. Lexical Aspects

- 1) Meaning component packaged in the lexical item of a language different to another language. For example, 'gladly' (dengan senang). In Indonesian suffix '-ly' does not have any equivalence. The meaning component of lexical items is different from source language to the target language.
- 2) The same meaning component can occur in several structures lexical item. For example, there is the word sheep in English, but the words lamb, ram and ewe also include the meaning of the word sheep. They include the additional meaning components of young (in lamb), adult and male (in ram), and adult and female (in ewe).<sup>22</sup>
- 3) A single meaning can be expressed in a various forms. For example, 'the cat is black' may be expressed by the following: the cat is black, the black cat, and the cat, which

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<sup>21</sup>Suhaila, "A Unit Shift Analysis of English Indonesian Translation of 'The Tale of the Three Brother' by J. K. Rowling", (Jakarta: State Islamic University Syarif Hidayatullah, 2010), 28.

<sup>22</sup> Mildred L. Larson, *A Guide to Cross-Language Equivalence*, 2<sup>nd</sup> Ed (Lanham: University Press of America, 1998), 7.

is black depending on how that meaning relates to other meanings.<sup>23</sup>

- 4) One form can represent several related meaning (polysemy). For example: the word ‘head’ have related meanings ‘the head of a company’, the head of person, and etc.<sup>24</sup>

### **b. Grammatical Aspects**

Grammatical structures also have various between source language and the target language. For example, may be completely reserved. For example, ‘humblest’ (paling rendah hati). Suffix ‘-est’ in English has meaning the most, meanwhile Indonesian also has prefix ‘-ter’ that also used to show as superlative meaning.

## **6. The Implication of Rank Shift in Teaching Translation**

Translation also plays its role in the field of English Learning Teaching (ELT). It may be the tool to make the students get more understanding on the foreign language they learn. Fernandez-Guerra states that recent studies show that, far from being useless and counter-productive, translation in language teaching can be a great aid to foreign language learning.<sup>25</sup>

Translation is a complex activity. It is not simple that it is not only a matter of changing Source Language (SL) words into Target

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<sup>23</sup>*Ibid.*, 13.

<sup>24</sup>Charles W. Kreidler, *Introducing English Semantics* (Routledge: New York, 1998), 52.

<sup>25</sup>Puspa Dewi, “Encouraging Students’ Independency to Write Through the Analysis of English-Indonesian Translation Shift in the Luncheon”, Purworejo: ICTTE FKIP UNS, 2016), 181.

Language (TL) words. It involves several processes and considerations. One of the processes is translation procedures which one of them involved translation shifts. Shift must occur in every translation activity, but not all students learning English as foreign language realize this. It means that still a lot of students lack the information about shift in translation. To take care of this issue, the lecturer may apply the material about shift in teaching translation, because translation is not just changing process of source language to the target language. It is more than that. Furthermore, there are many types of shift in translation, such as structure shift, rank shift, class shift, level shift, and intra-system shift.

Based on the process of translation, there are three stages of translation process. They are analysis, transfer, and restructuring. It is possible for lecturers to develop rank shift as the translation teaching aid since translation shift deals with analyzing and comprehending both SL and TL grammatical system supporting grammatical mastery. In developing the material lecturers can do the following steps as the process of translation.

## CHAPTER III

### RESEARCH METHOD

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

In this case, the researcher considered the types and errors of rank shift to be identified. The researcher decided to use qualitative research to analyze the factor of students difficulties in rank shift used in translation skill of English education students.

According to Creswell, qualitative research is a research that used for exploring and understanding the meaning of individual or group considered to social or human problem.<sup>26</sup> In other words qualitative research investigating and understanding the problem of human or social by individual or groups.

Qualitative research is a type of research that has aim to describe, learn, and explain of the phenomenon. Describing and exploring through narration is one way to understand the phenomenon. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to case study that propose to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

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<sup>26</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4<sup>th</sup> Ed*(New Delhi: Sage Publications, 2003), 32.

The characteristic in this research focused on the descriptive qualitative research. The researcher took a survey that it could be used to describe phenomena and summarize. Using survey for descriptive research is in order to get a good step of certain things. Descriptive qualitative analysis serves describing the common underlying the data's characteristics. Descriptive qualitative research is very useful because it can provide important information regarding the average member of a group.<sup>27</sup>

In line with the explanation above, the purpose of this research is to analyze the types and errors in rank shift used in students' translation of English education students and to investigate the factors of students difficulties in rank shift used in translation skill of English education students.

## **B. Data Resources**

In this research, the researcher divided the source into two items. They are primary and secondary.

### **1. Primary sources**

Primary source are original materials on which research used for reference. It includes testimony or direct evidence about a topic under consideration. It presents information in its original form, neither interpreted nor condensed nor evaluated by other writers.

The primary source of this research was the data of students'

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<sup>27</sup>GeoffreyMarczyk,David DeMatteo, and David Festinger. *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

translation assignment of English department that had given by the lecturer.

## 2. Secondary sources

Secondary source presents interpretation or analysis regard to primary sources. The researcher may explain primary sources and often uses it to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research was from journals, e-books and articles that were related to the research.

### C. Data Collecting Technique

Typically, qualitative research follows an inductive process.<sup>28</sup> It means the data collection is taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information.”<sup>29</sup> The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his research design and procedures.

Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.<sup>30</sup>

Qualitative researchers also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and

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<sup>28</sup>Linda Kalof, Amy Dan, and Thomaz Dietz, *Essential of Social Research*(England: Open University Press, 2008), 85.

<sup>29</sup>John W. Creswell, *Research Design*(California: Sage Publications, 2000), 184.

<sup>30</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*(New Delhi: New Age International Publisher, 2006), 212.

document analysis.<sup>31</sup> Data collection that the researcher used in this research is the document of the students. The researcher took documents from the result of the students' translation. In the process of collecting the data, the researcher collected the results of rank shift in students' translation to analyze and to investigate the using of rank shift. In pandemic moment of Covid-19 like this, the researcher collected the data via online. It might be the researcher asked the lecturer for the students' translation assignment via chat or email.

In this research, the researcher used three techniques to collect the data. There are observation, documentation and interview.

#### 1. Observation

As a form of data collection, observation has both advantages and disadvantages. The use of observation as data collecting technique is widespread in variety of research, educational, and treatment settings.<sup>32</sup> In this research the researcher observed the students' translation result of English department of IAIN Metro.

#### 2. Documentation

Qualitative researcher may use written documents to analysis of rank shift.<sup>33</sup> In this research, the researcher used documents technique to collect the data. Furthermore, the

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<sup>31</sup>Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

<sup>32</sup>GeoffreyMarczyk, David DeMatteo, and David Festinger*Essentials of Research Design*, 119.

<sup>33</sup>John W. Creswell, *Educational Research*., 432

researcher got the data from the result of students' translation assignment that given by the lecturer.

### 3. Interview

The researcher conducted face to face interviews with participant, telephone interviews, or engages in focus group interviews with six to eight participants in each group.<sup>34</sup> Regard to the situation right now, which is pandemic of Covid-19, the researcher did interview by voice call or video call with the participants or anything via phone. The interview aimed to get the information about rank shift.

## **D. Data Analysis Technique**

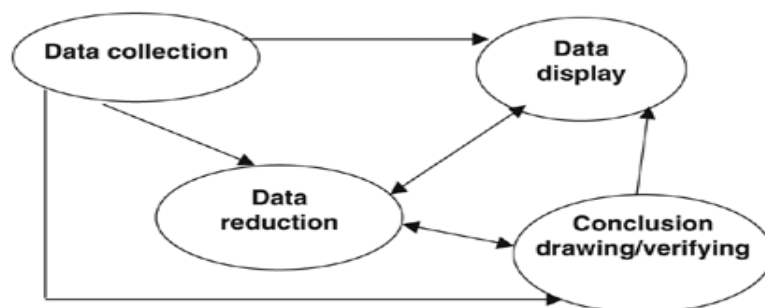
Analysis of the data means that studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Generally, qualitative data takes the form of words (descriptions, observations, impressions, recordings, and so on). The researcher must organize and categorize the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

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<sup>34</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4<sup>th</sup> Ed*(Los Angeles: Sage Publications, tt), 282.



The researcher would apply Miles and Huberman model to analyze the data.<sup>35</sup> The components of this analysis model are pictured by this figure.



*Figure 2. Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:<sup>36</sup>

- 1) Data collection is the way of the researcher gather all data which will be used to complete the research.
- 2) Then, the researcher reduces the data that had gotten by summarizing and choosing the specific things.
- 3) The researcher usually uses graphics, figures, or charts to display the data. The display should be able to describe the content entire the data.
- 4) Lastly, the researcher verifies the research by making the conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningfulraw data, to

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<sup>35</sup>Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

<sup>36</sup>*Ibid*,31

test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

### **E. Research Approach**

In this research, the researcher used the research approach purposed by Creswell which the research approach of this research is case studies. Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals.<sup>37</sup> The researcher used this approach because the researcher analyzed the types of rank shift, students' errors in rank shift and the factors of the students' errors in rank shift used in students' translation of English education students.

In this research the researcher used six steps in the process of research, as follows:<sup>38</sup>

#### 1. Identifying a Research Problem

First of all, the researcher began a research study by identifying a topic to study an issue or problem in education which needs to be resolved.

#### 2. Reviewing the Literature

The next step is reviewing the literature. The researcher learned how to locate journal articles and books in an academic

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<sup>37</sup> John W. Creswell, *Quantitative, Qualitative, and Mixed Method Approaches: Research Design*, (London: SAGE Publishing, 2014 ), 14.

<sup>38</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002 ), 7.

library, access computerized databases, choose and evaluate the quality of research on the chosen topic, and review it by summarizing.

### 3. Specifying a Purpose for Research

Specifying a purpose for the research is important in order that the researcher can focus about the chosen topic and study it. Purpose statement is a focused restatement of the problem.

### 4. Collecting Data

Collecting data is one step to identify and select individuals for a study, get their permission to study them, and collect the information by asking people questions or observing their behaviors.

### 5. Analyzing and Interpreting the Data

After collecting the data, the researcher needed to make sense of the information supported by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

### 6. Reporting and Evaluating Research

The researcher developed a written report and distributes it to audience who needs the information about the topic of the research (such as lecturers, teachers, students) that can use the information after conducting the research.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Setting**

##### **1. Profile of State Institute for Islamic Studies of Metro**

###### **a. The Brief History of IAIN Metro**

State Islamic Institute of Metro was located In Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was become an Innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, growing socio-ecotechno-preneurship of academicians in the implementation of three pillars of university, implement a professional and cultivated institutional management system based on information technology.

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No.11, 1997 on March 21, 1997. The establishment of IAIN could not be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No.27,1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affairs Decree No.187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimaswaslam No.

E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN).

Finally, based on the Decree of President RI No.11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the administrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generation in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses. The year 2016 was the transition year of STAIN to IAIN. This status change was contained in

Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation; the establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.<sup>39</sup>

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<sup>39</sup><http://metrouniv.ac.id>, Sejarah IAIN Metro, accessed on June 13th, 2021





### c. The Facilities of IAIN Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, as follows:

**Table 2**

#### **The Facilities of IAIN Metro**

<b>No.</b>	<b>Facilities</b>	<b>Total of Room</b>	<b>Large (M2)</b>
1.	Lectures'sroom	1	556
2.	Computerlaboratoryunit&B MT	1	1000
3.	Libraryunit	1	1000
4.	Languagelaboratoryunit	1	180
5.	Micro-Teachinglaboratory	1	106,8
6.	Islamicdevelopmentunit	1	30
7.	Classroom	16	1248
8.	Mosque	1	1000
9.	Futsalfield	1	510
10.	Basketball field	1	-
11.	Wallclimbingfield	1	92
12.	Volleyfield	1	-
13.	Tennisfield	1	650
14.	Auditorium	1	-
15.	Studentsactivitiesunit	1	-
16.	Studentscommitteefice	1	-

*Source: Documentation of State Islamic Institute (IAIN) Metro*

### d. The Location Sketch of IAIN Metro

IAIN Metro has two campus buildings that are located indifferent are. The first is at Jl. Ki Hajar Dewantara atreet 15 A, East Metro, Metro City and the second is at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. These following figures are the location sketch of

first and second campus buildings:

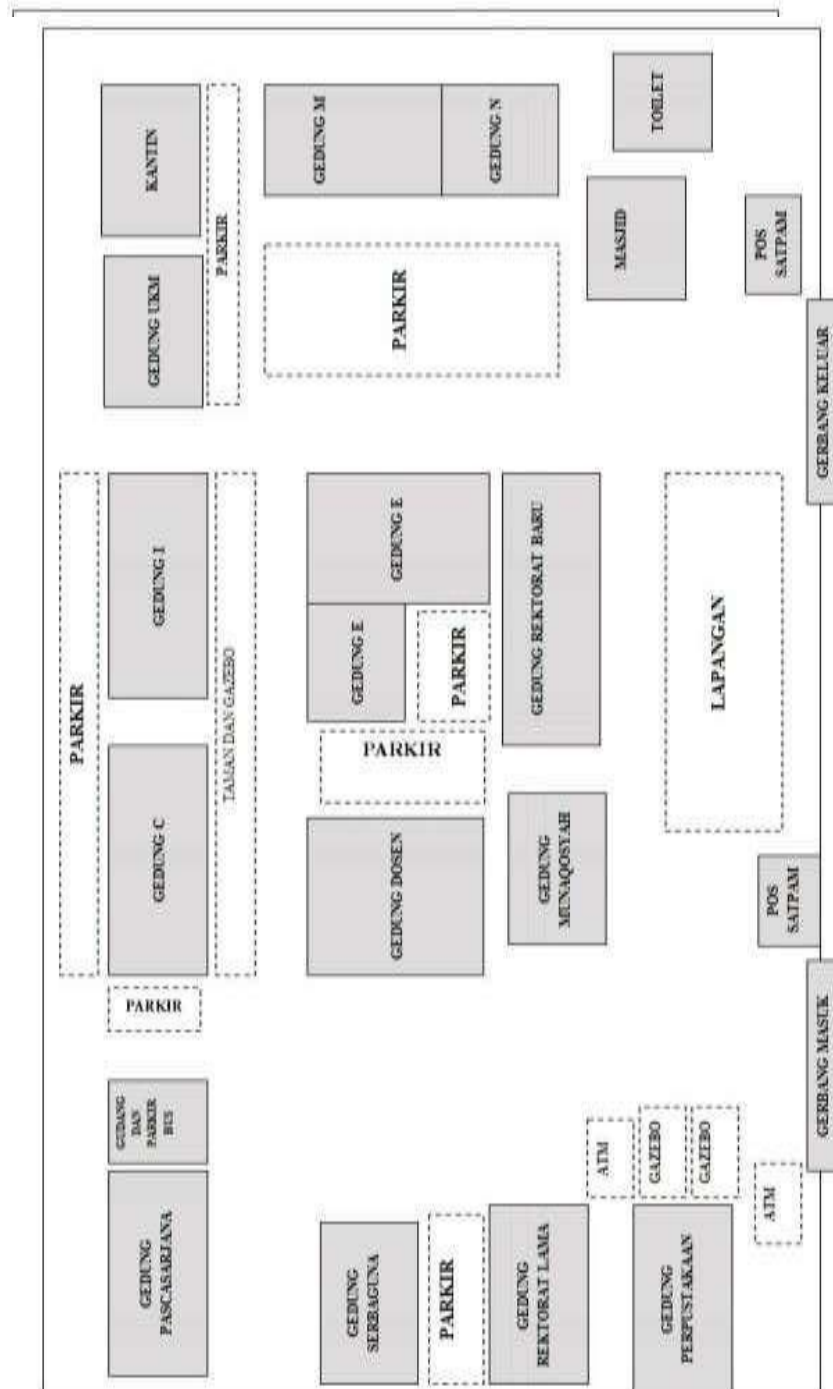
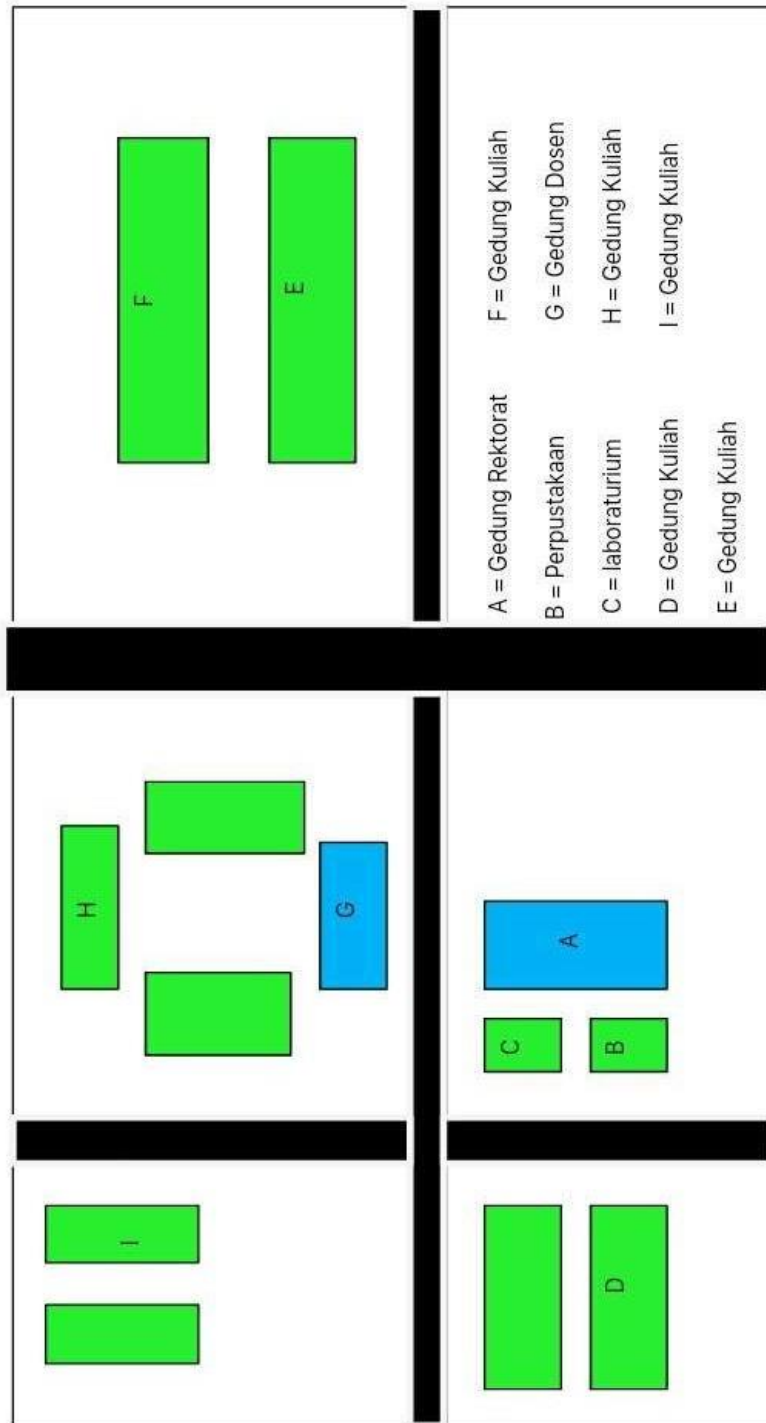


Figure 4: Location Sketch of IAIN Metro Campus 1

*The Location Sketch of IAIN Metro 2*



**Figure 5: Location Sketch of IAIN Metro Campus 2**

e. The Condition of Lecturer of TBI

The condition of lectures of TBI in IAIN Metro in academic year 2017/2018 based on the educational background as follows:

**Table 3**

**Total of Lecturers Educational Background of TBI**

No.	Educational Background	Total
1.	S1	-
2.	S2	30
3.	S3	2
Total		32

Source: Documentation of IAIN Metro in academic year 2017/2018 taken from The General Bureau.

**2. Description of Research Result**

Description of Research Result refers to the research question including of *What are the types of rank shift in students' translations of English department students; What are the students' errors in rank shift used in students' translation of English department students; Why do the students get errors in rank shift used in translation of English department students.*

**a. The Types of Rank Shift in Students' Translations of English Department Students**

In collecting the data of the first research question, the

researcher used observation technique. Therefore, the instrument is observation sheet. Moreover, the researcher identified the result of 10 students' translation and found upward rank shift and downward rank shift illustrate in the following table:

**Table 4**  
**Errors in using rank shift from students'**  
**translation**

No.	Data	Rank Shift		Total
		Upward Rank Shift	Downward Rank Shift	
1.	XXA	1	2	3
2.	XXB	4	-	4
3.	XXC	2	3	5
4.	XXD	4	1	5
5.	XXE	2	-	2
6.	XXF	3	1	4
7.	XXG	-	1	1
8.	XXH	1	-	1
9.	XXI	2	-	2
10.	XXJ	4	1	5
Frequency		23	9	32
Percentage		72%	28%	100%

### 1) The Data Analysis Based on Observation

The data result of observation sheet related to the types of rank shift in students' translations of English department students. Based on the result of students' translation document that done by ten students found 32 rank shifts. Furthermore, there were 23 upward rank shifts and 9 downward rank shifts in each students' translation result.

#### a) Errors of Upward Rank Shift in the Students' translation

Based on observation result toward ten students' translation documents, it was found that there were 23 errors of upward rank shift. Meanwhile, the total of errors in using rank shift found in the document is 32. Errors of upward rank shift are found in the data below:

- (1) In the data of XXA, it was found an error of upward rank shift which was *Tell the truth*.
- (2) In the data of XXB, it was found four errors of upward rank shift such as; *Health Minister Budi Gunadi Sadikin said that his party had sending doctors and nurses. They had sending to handle the spike of Covid-19 cases in Kudus,*

*Central Java and Bangkalan, East Java, Tell the truth, Had collaborate, and Healthy workers.*

- (3) In the data of XXC, it was found two errors of upward rank shift such as, *Healthy workers* and *Had collaborate*.
- (4) In the data of XXD, it was found four errors of upward rank shift such as; *Health Minister Budi Gunadi Sadikin said that his party had sending doctors and nurses. They had sending to handle the spike of Covid-19 cases in Kudus, Central Java and Bangkalan, East Java, Tell the truth, Had collaborate, and Healthy workers.*
- (5) In the data of XXE, it was found two errors of upward rank shift such as, *Tell the truth*, and *Had collaborate*.
- (6) In the data of XXF, it was found three errors of upward rank shift such as, *Tell the truth, Had collaborate*, and *Healthy workers*.
- (7) In the data of XXH, it was found an error of upward rank shift which was *Had collaborate*.
- (8) In the data of XXI, it was found two errors of

upward rank shift included *Tell the truth* and *Healthy workers*.

- (9) In the data of XXJ, it was found four errors of upward rank shift such as, *Health Minister Budi Gunadi Sadikin said that his party had sending doctors and nurses. They had sending to handle the spike of Covid-19 cases in Kudus, Central Java and Bangkalan, East Java, Tell the truth, Had collaborate, and Healthy workers*.

b) Errors of Downward Rank Shift in the Students' translation

Based on observation result toward ten students' translation documents, it was found that there were 9 downward rank shifts. Meanwhile, the total of rank shift found in the document is 32. Downward rank shift in this form found in the data of XXA, XXC, XXD, XXF, XXG, and XXJ.

In the data of XXA, it was found two downward rank shifts such as *Exposing* and *Youtube*. Furthermore, in the data of XXC, it was found three downward rank shifts such as *Exposing, Hospitality, and Dose*. Moreover, in the data of XXD and XXF, it



was found the same downward rank shift that was *Dose*. In addition, in the data of XXG, there was a downward rank shift included *Youtube*. Meanwhile, the error in the data of XXJ was found an error such as *Hospital*.

**b. The Students' Errors in Rank Shift Used in Students' Translation of English Department Students**

To investigate the students' errors in using rank shift in translation, the researcher used observation as the instrument. Based on the students' translation that had observed, the researcher found the data as follows:

1) The Data Analysis Based on Observation

Based on the observation of the students' errors in rank shift used in students' translation of English department students, the researcher categorized it into two categories:

a) The appropriate use of upward rank shift

The appropriate use of the upward rank shift in the students' translation is described in the following data:

(1) XXA

The appropriate use of upward rank shift in the XXA data, such as:

(a) Target language (TL): *Health minister Budi Gunadi Sadikin said that his party had sent doctors and nurses. They were sent to handle the spike of Covid-19 cases in Kudus, Central Java and Bangkalan, East Java.*

Source language (SL): Menteri Kesehatan Budi Gunadi Sadikin mengatakan pihaknya telah mengirim bantuan dokter dan perawat untuk menangani lonjakan kasus Covid-19 di Kudus, Jawa Tengah dan Bangkalan, Jawa Timur.

(b) Target language (TL): *Had collaboration.*

Source language (SL): Kerjasama.

(c) Target language (TL): *Health workers.*

Source language (SL): Nakes.

(2) XXC

The appropriate use of the upward rank shift in the data of XXC is described in the following data:

(a) Target language (TL): *Health minister Budi Gunadi Sadikin said that his party had sent doctors and nurses. They were sent to*

*handle the spike of Covid-19 cases in Kudus, Central Java and Bangkalan, East Java.*

Source language (SL): Menteri Kesehatan Budi Gunadi Sadikin mengatakan pihaknya telah mengirim bantuan dokter dan perawat untuk menangani lonjakan kasus Covid-19 di Kudus, Jawa Tengah dan Bangkalan, Jawa Timur.

(b) Target language (TL): *Told the truth.*

Source language (SL): Mengaku.

(3) XXE

The appropriate use of the upward rank shift in the data of XXE is described in the following data:

(a) Target language (TL): *Told the truth.*

Source language (SL): Mengaku.

(b) Target language (TL): *Had collaboration.*

Source language (SL): Kerjasama.

(4) XXF

The appropriate use of the upward rank shift in the data of XXF is described in the following data:

(a) Target language (TL): *Health minister Budi Gunadi Sadikin said that his party had sent doctors and nurses. They were sent to handle the spike of Covid-19 cases in Kudus, Central Java and Bangkalan, East Java.*

Source language (SL): Menteri Kesehatan Budi Gunadi Sadikin mengatakan pihaknya telah mengirim bantuan dokter dan perawat untuk menangani lonjakan kasus Covid-19 di Kudus, Jawa Tengah dan Bangkalan, Jawa Timur.

(5) XXG

The appropriate use of the upward rank shift in the data of XXG is described in the following data:

(a) Target language (TL): *Health minister Budi Gunadi Sadikin said that his party had sent doctors and nurses. They were sent to handle the spike of Covid-19 cases in Kudus, Central Java and Bangkalan, East Java.*

Source language (SL): Menteri Kesehatan

Budi Gunadi Sadikin mengatakan pihaknya telah mengirim bantuan dokter dan perawat untuk menangani lonjakan kasus Covid-19 di Kudus, Jawa Tengah dan Bangkalan, Jawa Timur.

(b) Target language (TL): *Told the truth.*

Source language (SL): Mengaku.

(c) Target language (TL): *Had collaboration.*

Source language (SL): Kerjasama.

(d) Target language (TL): *Health workers.*

Source language (SL): Nakes.

(6) XXH

The appropriate use of the upward rank shift in the data of XXH is described in the following data:

(a) Target language (TL): *Health minister Budi*

*Gunadi Sadikin said that his party had sent doctors and nurses. They were sent to handle the spike of Covid-19 cases in Kudus, Central Java and Bangkalan, East Java.*

Source language (SL): Menteri Kesehatan

Budi Gunadi Sadikin mengatakan pihaknya

telah mengirim bantuan dokter dan perawat untuk menangani lonjakan kasus Covid-19 di Kudus, Jawa Tengah dan Bangkalan, Jawa Timur.

(b) Target language (TL): *Told the truth.*

Source language (SL): Mengaku.

(c) Target language (TL): *Health workers.*

Source language (SL): Nakes.

(7) XXI

The appropriate use of the upward rank shift in the data of XXI is described in the following data:

(a) Target language (TL): *Health minister Budi Gunadi Sadikin said that his party had sent doctors and nurses. They were sent to handle the spike of Covid-19 cases in Kudus, Central Java and Bangkalan, East Java.*

Source language (SL): Menteri Kesehatan Budi Gunadi Sadikin mengatakan pihaknya telah mengirim bantuan dokter dan perawat untuk menangani lonjakan kasus Covid-19 di Kudus, Jawa Tengah dan Bangkalan,

Jawa Timur.

(b) Target language (TL): *Had collaboration*

Source language (SL): Kerjasama.

Based on the data above, the use of upward rank shift in the students' translation is appropriate. It is not error because among the grammatical structure and the meaning is appropriate with the target language.

b) The inappropriate use of upward rank shift

The inappropriate use of upward rank shift in the students' translation is found in all the data except the data of XXG. Regarding to the table 3, the use of upward rank shift that was inappropriate as follows:

(1) Target language (TL): *Health Minister Budi*

*Gunadi Sadikin said that his party had sending doctors and nurses. They had sending to handlethe spike of Covid-19 cases in Kudus, Central Java and Bangkalan, East Java.*

Source language (SL): Menteri Kesehatan Budi

Gunadi Sadikin mengatakan pihaknya telah mengirim bantuan dokter dan perawat untuk menangani lonjakan kasus Covid-19 di Kudus,

Jawa Tengah dan Bangkalan, Jawa Timur.

The use of upward rank shift above is found in the data of XXB and XXJ. It is inappropriate because the grammatical structure in target language is not appropriate. The tenses of target language should use past perfect tense. Furthermore, the form of past perfect tense is S+Had+V3, so the form should be “*had sent*”.

Moreover, the grammar structure in the second sentence is inappropriate. The sentence of *they had sending to handle the spike of Covid-19 cases in Kudus, Central Java and Bangkalan, East Java* is not appropriate. In this sentence, “*they*” refer to doctors and nurses. Based on the source language, the meaning is totally different if “*they*” as subject followed by verb of had sending because it has meaning “*mereka telah mengirimkan*” meanwhile the meaning of source language refers to “*merekadikirim*” so the structure of should be “*they were sent*” in the target language.

(2) Target language (TL): *Tell the truth.*

Source language (SL): *Mengaku.*



The use of upward rank shift above is found in the data of XXA, XXB, XXD, XXE, XXF, XXI, and XXJ. The form of translation result above is not appropriate because the form of the sentence is past tense while it is translated into present tense. The formula of past tense is S+V2+O/complement. The appropriate one should be “*told the truth*” not “*tell the truth*”.

(3) Target language (TL): *Had collaborate*

Source language (SL): *Kerjasama*

The use of upward rank shift above is found in the data of XXB, XXC, XXD, XXE, XXF, XXH, and XXJ. The form of “*had collaborate*” is not appropriate because it is translated of “*kerjasama*” and the word “*had*” here is refers as the verb. In addition, verb cannot be followed by verb again except to infinitive verb, so it is not appropriate if followed by “*collaborate*”. In order to make the result of translation is equivalent with source language; the verb should be followed by a noun (collaboration).

(4) Target language (TL): *Healthy workers*Source language (SL): *Nakes*

The use of upward rank shift above is found in the data of XXB, XXC, XXD, XXF, XXI, and XXJ. The form of “*healthy workers*” is also inappropriate. The phrase of healthy workers here is translated from “*nakes*” or “*tenagakesehatan*” in source language. Meanwhile if it is translated to be “*healthy workers*” it will not appropriate because it has to be a noun phrase, not an adjective phrase. Moreover, the meaning also does not relate among source language to the target language, so it should be “*healthworkers*”.

## c) The appropriate use of downward rank shift

The appropriate use of the downward rank shift in the students’ translation is described in the following data:

## (1) XXA

The appropriate use of the downward rank shift in the data of XXA is described in the following data:

(a) Target language (TL): *Hospital*.

Source language (SL): *Rumah sakit rujukan.*

(b) Target language (TL): *Youtube.*

Source language (SL): *Kanal Youtube.*

(2) **XXC**

The appropriate use of the downward rank shift in the data of **XXC** is described in the following data:

(a) Target language (TL): *Youtube.*

Source language (SL): *Kanal Youtube.*

(3) **XXD**

The appropriate use of the downward rank shift in the data of **XXD** is described in the following data:

(a) Target language (TL): *Exposed.*

Source language (SL): *Cukup banyak terpapar.*

(b) Target language (TL): *Youtube.*

Source language (SL): *Kanal Youtube.*

(c) Target language (TL): *Hospital.*

Source language (SL): *Rumah sakit rujukan.*

(4) **XXF**

The appropriate use of the downward rank shift in the data of XXF is described in the following data:

(a) Target language (TL): *Exposed*.

Source language (SL): *Cukup banyak terpapar.*

(b) Target language (TL): *Youtube*.

Source language (SL): *Kanal Youtube.*

(c) Target language (TL): *Hospital*.

Source language (SL): *Rumah sakit rujukan.*

(5) XXG

The appropriate use of the downward rank shift in the data of XXG is described in the following data:

(a) Target language (TL): *Exposed*.

Source language (SL): *Cukup banyak terpapar.*

(b) Target language (TL): *Hospital*.

Source language (SL): *Rumah sakit rujukan.*

(c) Target language (TL): *Doses*.

Source language (SL): *Puluhan ribu dosis.*

## (6) XXJ

The appropriate use of the downward rank shift in the data of XXJ is described in the following data:

(a) Target language (TL): *Exposed*.

Source language (SL): *Cukup banyak terpapar.*

(b) Target language (TL): *Youtube*.

Source language (SL): *Kanal Youtube*.

(c) Target language (TL): *Doses*.

Source language (SL): *Puluhan ribu dosis*.

Based on the data above, the use of downward rank shift in the students' translation is appropriate because the meaning of target language is suitable with the source language. Moreover, the translation result is equivalent among the source language and target language.

## d) The inappropriate use of downward rank shift

The inappropriate use of the downward rank shift in the students' translation is found in the data of XXA, XXC, XXD, XXF, XXG, and XXJ. Those all are described in the following data:

## (1) XXA

The inappropriate use of the downward rank shift in the students' translation of the XXA data is described as follows:

(a) Target language (TL): *Exposing*.

Source language (SL): *Cukup banyak terpapar*.

(b) Target language (TL): *You tube*.

Source language (SL): *Kanal Youtube*.

## (2) XXC

The inappropriate use of the downward rank shift in the students' translation of the XXC data is described as follows:

(a) Target language (TL): *Exposing*.

Source language (SL): *Cukup banysk terpapar*.

(b) Target language (TL): *Hospitality*.

Source language (SL): *Rumah sakit rujukan*.

(c) Target language (TL): *Dose*.

Source language (SL): *Puluhan ribu dose*.

## (3) XXD and XXF

The inappropriate use of the downward rank shift in the students' translation of the

XXD and XXF data has similar error. The data is described as follows:

(a) Target language (TL): *Dose*.

Source language (SL): *Puluhan ribu dosis*.

(4) XXG

The inappropriate use of the downward rank shift in the students' translation of the XXG data is described below:

(a) Target language (TL): *You tube*.

Source language (SL): *Kanal Youtube*.

(5) XXJ

The inappropriate use of the downward rank shift in the students' translation of the XXJ data is described below:

(a) Target language (TL): *Hospitality*.

Source language (SL): *Rumah sakit rujukan*.

Based on the data above, it can be seen that there are four kinds of error in using downward rank shift included *Exposing*, *Youtube*, *Hospitality*, and *Dose*.

The word *exposing* is inappropriate

because *exposing* is translated from the word *terpapar* in source language. The form of the word *exposing* is as passive voice in source language and if it is translated into *exposing*, it is inappropriate in the target language because the form of passive voice in English is past participle so it has to be translated to be *exposed*.

Furthermore, the term *Kanal Youtube* is translated to be *You tube*. It is not appropriate because it has different meaning and it will not make a sense if translated to be *You tube*.

Moreover, the word *hospitality* is totally inappropriate because it has different meaning among the word “*rumah sakit rujukan*” from source language. Even though it has same rank, but the meaning is not same. The word *hospitality* has meaning as *keramah-tamahan* while the source language that should be translated is *rumah sakit*. The appropriate one is the word *hospital*.

In addition, the word *dose* is inappropriate because it is a singular form



while it must be translated to be a plural form which is *doses* in order the result of translation is equivalent among source language and target language.

**c. The Factors of the Students Get Errors in Rank Shift Used in Translation of English Department Students**

To analyze the factors that cause students' errors in rank shift used in translation, the researcher used the instrument of interview with the lecturer of translation. The interview conducted by giving questions to the lecturer through face by face regard to the lecturer's instruction.

1) The Data Analysis Based on Interview

Based on the result of interview, the lecture explained that there are some factors of the students get errors in rank shift used, as follows:

- 1) The students get difficulties in choosing the appropriate word of the meaning from source language to the target language. Furthermore, the lecturer explained if the word from source language has more than one meaning in the target language. Moreover, if the students asked to translate in a long sentence.
- 2) The students lack of knowledge about phrase,

sentence, and clause. The lecture explained that mostly the students still get confuse in determining among phrase, sentence, and clause so they often get errors in rank shift used in translation.

- 3) The student still get confuse in understanding about grammar. The lecture said that a lot of students make errors in using grammatical structure. Moreover, the students still get confuse in determining when use the subject and the auxiliaries.
- 4) Translate Indonesia into English is more difficult than translate English into Indonesia. The lecture said that the students tend to get more the difficulties in translating Indonesia into English because the target language is not their mother tongue. Moreover, the students lack of vocabulary mastery so they will be difficult to make translation equivalence.

Based on the result of interview above, it can be concluded that the students is still low in understanding about rank shift so that there is an error in rank shift used in their translation. Therefore, there are four reason related with the

students' errors in using rank shift including the students is more difficult to translate from Indonesia into English, difficulties in choosing the appropriate word, and lack knowledge about grammar, especially difficulties in determining among word, phrase, and clause.

## **B. Discussion**

In the discussion of the results of this research, the researcher refers to the several theories that serve as the basis for the creation of data collection technique, which in the end the results of the research, as follow:

### **1. The Types of Rank Shift in Students' Translations of English Department Students**

The research result of the types of rank shift used in translation by the fourth semester students was analyzed by observing the students' translation document that had been submitted. This is based on theories about the form of rank shift:

- a. Upward rank shift happens when a lower unit shifts into an upper shift.<sup>40</sup>
- b. Downward rank shift occurs when an upper unit shifts into a lower unit.<sup>41</sup>

Furthermore, based on observation in the students'

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<sup>40</sup>Yosa Abduh Alzuhdy, "Analisis Translation Shift Dalam Penerjemahan Bilingual Bahasa Inggris-Bahasa Indonesia," *Diksi* 22, No. 2, (2014): 189.

<sup>41</sup>*Ibid*

translation document, data related to the types of rank shift used in students' translation as follows:

- a. In the types of upward rank shift, it was found that there were twenty three errors. Meanwhile, the total of errors in using rank shift found in the document is 32. In the other words, there are 72% errors of the upward rank shift used in the students' translation.
- b. In the types of downward, it was found that there were nine errors in using downward rank shifts. Meanwhile, the total of errors in using rank shift found in the document is 32. In the other words, there are 28% errors of the downward rank shift used in the students' translation.

Therefore, based on the discussion above it can be concluded that the most dominant errors of the rank shift types is upward rank shift.

## **2. The Students' Errors in Rank Shift Used in Students' Translation of English Department Students**

The research result of the students' errors in rank shift used in the students' translation by the fourth semester students was analyzed by observing the students' translation document based on the process of translation by Larson's theories.<sup>42</sup>

Based on the observation result, the errors in rank shift used

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<sup>42</sup>Larson, Mildred. 1998. *Meaning-Based Translation (AGuide to CrossLanguage Equivalence)*. USA: University Press of America,

in the students' translation by the fourth semester, it was found twenty three errors of upward rank shift or 72% and nine errors of downward rank shift or 28% with the total of errors in rank shift used is 32.

Based on the result above, it can be concluded that the errors in using upward rank shift is more dominant than downward rank shift.

### **3. The Factors of the Students Get Errors in Rank Shift Used in Translation of English Department Students**

The third research result is the factors of the students get errors in rank shift by the fourth semester of English department students. The theory of the factors of the students gets errors in rank shift was adopted from Suhaila including lexical aspects and grammatical aspects.<sup>43</sup>

In conclusion, based on the research result of the analysis between theory and the result of interview there are four factor that included in lexical and grammatical aspect such as the students is more difficult to translate from Indonesia into English, difficulties in choosing the appropriate word, and lack knowledge about grammar, especially difficulties in determining among word, phrase, and clause.

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<sup>43</sup>Suhaila, "A Unit Shift Analysis of English Indonesian Translation of 'The Tale of the Three Brother' by J. K. Rowling", (Jakarta: State Islamic University Syarif Hidayatullah, 2010), 28.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the results of the research. The first is the types of rank shift used in translation by the students' of the fourth semester of IAIN Metro consist of upward and downward rank shift.

In addition, the second result of the research is about the students' errors in using rank shift in students' translation. The result shows that errors in using upward rank shift is more dominant than downward rank shift.

Furthermore, the third research result is about the factors of the students get errors in rank shift including difficulties in translating text from Indonesia into English, difficulties in choosing the appropriate word, and lack knowledge about grammar, especially difficulties in determining among word, phrase, and clause.

#### B. Suggestion

Based on the result of the research, the researcher provides some suggestions, as follows:

a. For the students

It is suggested that the students to understand the concept of rank shift. In addition, the students are suggested to apply the concept of rank shift in doing translation process.

b. For the lecturer

It is recommended that the lecturer of translation to motivate students in order the students will study more and focus on the translating process.

c. For the other researcher

It is suggested as the reference of the prior research and as inspiration in order to conducting the research.

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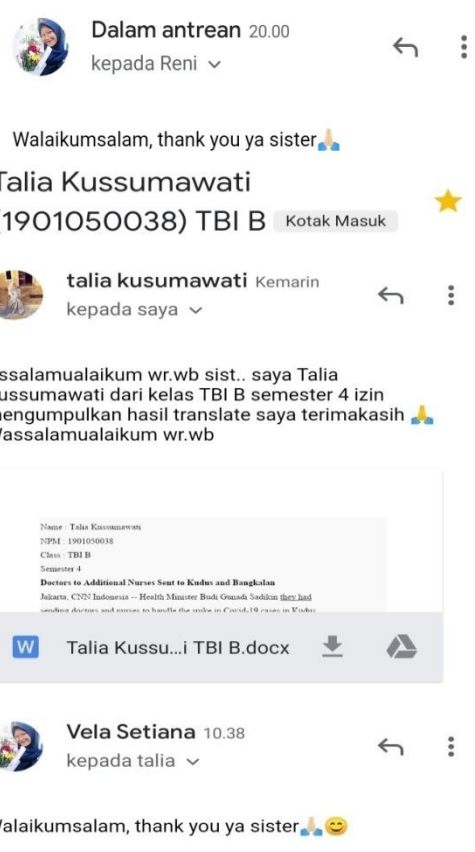
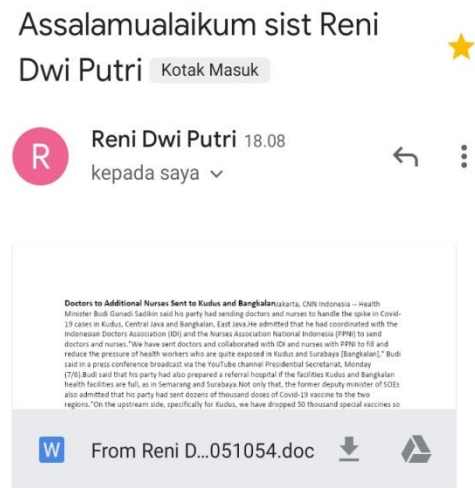
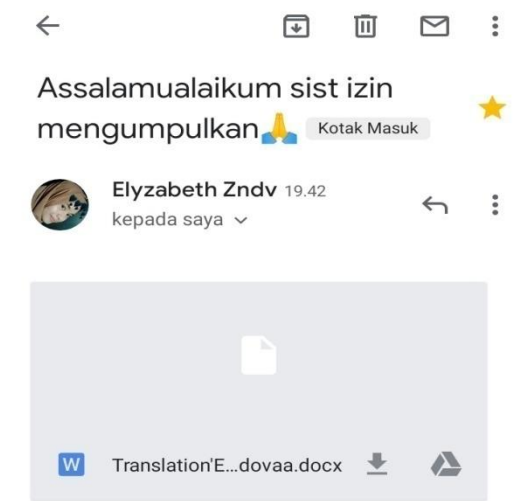


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# **APPENDICES**

# 1. Documentation

a) The documentation of the process of students sent their translation's assignment.



## Pengumpulan Translation

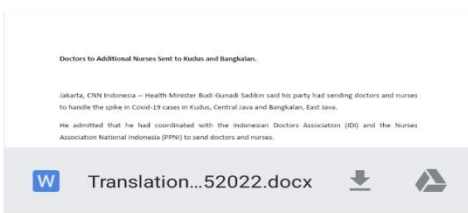
Kotak Masuk

 **Lusianti** 18.09  
kepada saya ▾

Assalamu'alaikum kak.

Saya Lusianti, mahasiswi tadrir bahasa Inggris semester 4. Izin mengumpulkan translation atas perintah Mrs. Fita. Semoga dilancarkan dalam segala urusan ya kak ❤️

Terimakasih.  
Wassalamu'alaikum warahmatullahi wabarakatuh 🙏



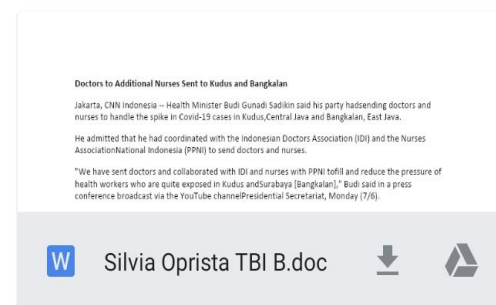
 **Vela Setiana** 19.57  
kepada Lusianti ▾

Walaikumsalam wr.wb

Thank you, ya sister for your helping 🙏 lancar terus kuliahnya 😊

 **Silvia Oprista** 08.50  
kepada saya ▾

Assalamualikum sist, ini hasil translate Saya



 **Vela Setiana** 10.33  
kepada Silvia ▾

Walaikumsalam, thank you ya sister 🙏🙏😊

## Translation - Galuh Indah

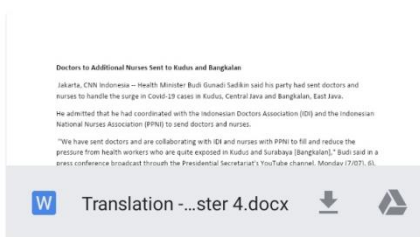
Kusmia Dewi TBI B Kotak Masuk

 **Galuh Indah Kusmia...** 12.08  
kepada saya ▾

Assalamualaikum

Nama : Galuh Indah Kusmia Dewi  
Kelas : TBI B  
Semester : 4

Ijin mengumpulkan penelitian soal yang di berikan pada group translite.  
Terimakasih waalaikumb wr.wb




 **Vela Setiana** 12.24  
kepada Galuh ▾

Walaikumsalam. Thank you ya sister 🙏

## Translation Assigment

Kotak Masuk

 **Inatarisa Nurlisa** 14.41  
kepada saya ▾

Assalamualaikum sister Vela Setiana 😊

Name : Inatarisa nurlisa  
Npm : 1901051032  
Class : B  
Semester : 4

Here I Will sent some Assigment translation from Miss Fita to you sister.

Thankyou  
Wassalamu'alaikum wr.wb.

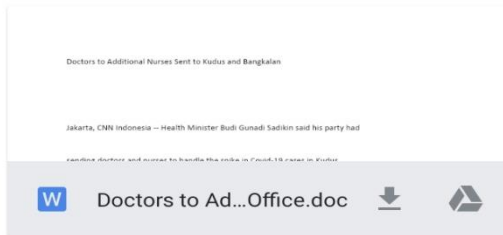


 **Vela Setiana** 19.45  
kepada Inatarisa ▾

Walaikumsalam, thank you so much sister 🙏😊

TRANSLATION A  
IDHAPATTIJAYANINGRAT  
1901051031 Kotak Masuk


 **Idha Patti J.N.** 16.47  
kepada saya ▾

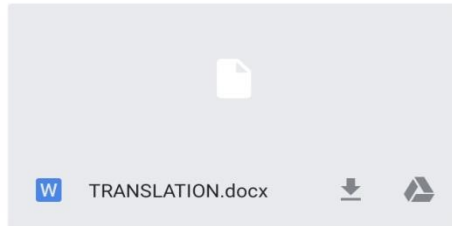


 **Mengirim...** 19.51  
kepada Idha ▾

Thank you sister 🙏😊

Assalamualaikum izin  
mengumpulkan soal tugas  
translation 🙏 Kotak Masuk

 **Meliana Tantri** 14.14  
kepada saya ▾



 **Vela Setiana** 19.41  
kepada Meliana ▾

Walaikumsalam, thank you sister 🙏

**b) The documentation of interview process with the lecturer of translation.**



**c) The document of students' translation assignment**

**Name : Elyzabeth Zandova**

**Class : TBI B**

**Doctors and Additional Nurses Sent to Kudus and Bangkalan**

Jakarta, CNN Indonesia -- Health Minister Budi Gunadi Sadikin said that his party had sent doctors and nurses. They had sent to handle the spike of Covid-19 cases in Kudus, Central Java and Bangkalan, East Java.

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"On the upstream side, specifically for Kudus, we had dropped 50 thousand special vaccines so that they could be injected immediately. In Bangkalan, we would drop 50 thousand immediately so we could reduce the risk of transmission," he said.

The spike in Covid-19 cases in Kudus and Bangkalan occurred in the last few days. Service Kudus District Health previously recorded that there were 358 health workers who positive for covid-19 as of June 4th.

Meanwhile, the Covid-19 Handling Task Force recorded an increase in cases of up to 30 times fold in a week in Kudus.

Meanwhile in Bangkalan, the surge in Covid-19 cases resulted in emergency services at the RSUD The local area has been temporarily closed since last Saturday (5/6). Hospital occupancy also increased to 97.8 percent.

**Name : Reni Dwi Putri**

**Class : TBI B**

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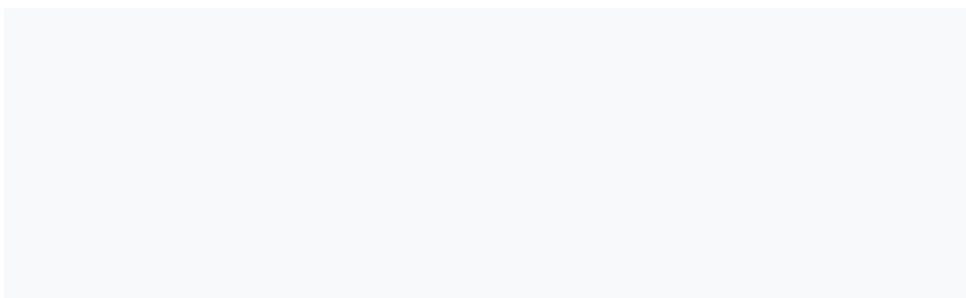
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**Name : Talia Kussumawati**

**Class : TBI B**

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#### **Translation**

He told the truth that he had coordinated with the Indonesian Doctors Association (IDI) and the Nurses Association National Indonesia (PPNI) to send doctors and nurses. **Dynamic translation**

"We had sent doctors and had collaboration with IDI and nurses with PPNI to fill and reduce the pressure of healthy workers who are exposing in Kudus and Surabaya [Bangkalan]," Budi said in a press conference broadcast via the YouTube of Presidential Secretariat, Monday (7/6). **Free**

#### **Translation**

Budi said they had also prepared hospitality if the facilities **Transposition techniques**. Kudus and Bangkalan health facilities are full, as in Semarang and Surabaya.

Not only that, the former deputy minister of BUMN also admitted they had sent dose of Covid-19 vaccine to the two rregions. **Word for word**

#### **Translation**

"Furthermore, specifically for Kudus, we had dropped 50 thousand special vaccines so that they could be injected immediately.**Word for word**

### **Translation**

In Bangkalan, we would drop 50 thousand immediately so we could reduce the risk of transmission," he said.**Borrowing techniques**

The spike in Covid-19 cases in Kudus and Bangkalan occurred in the last few days. Service Kudus District Health previously recorded that there were 358 health workers who positive for covid-19 as of June 4th.

### **Semantic Translation**

Meanwhile, the Covid-19 Handling Task Force recorded an increase in cases of up to 30 times fold in a week in Kudus. **Free Translation**

Meanwhile in Bangkalan, the spike in Covid-19 cases resulted in emergency services at the RSUDThe local area has been temporarily closed since last Saturday (5/6). Hospital occupancy also increased to

97.8 percent.**Transposition techniques**

**Name : Adinda Vivi Alunnia**

**Class : TBI B**

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**Name : Galuh Indah Kusmia Dewi**

**Class : TBI B**

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**Name : Lusianti**

**Class : TBI B**

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**Name : Silvia Oprista**

**Class : TBI B**

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"We had sent doctors and had collaborated with IDI and nurses with PPNI to fill and reduce the pressure of health workers which are exposed to Kudus and Surabaya [Bangkalan]," Budi said at a press conference broadcast through the You tube of the Presidential Secretariat on Monday (7 / 6).

Budi said that his party had also prepared hospital if the Holy and Bangkalan Health Facility was full, such as in Semarang and Surabaya.

Not only that, the former Deputy Minister of BUMN also admitted that his party had sent of Covid-19 vaccinated doses to the two regions.

"On the up stream side, especially holy, we had dropped 50 thousand special vaccines so they could be injected immediately in Bangkalan we would drop immediately 50 thousand so they could reduce the risk of transmission, "he said.

The surge in Covid-19 cases in Kudus and Bangkalan took place in the last few days. The Holy District Health Office previously recorded 358 positive health workers Covid-19 June 4.

While the Covid-19 handling task unit recorded an increase in the case of up to 30 times in a week in Kudus.

While in Bangkalan, a surge in the Covid-19 case resulted in the local RSUD IGD service to be temporarily closed since Saturday (5/6). The depletion of the hospital also increase to 97.8 percent.

**Name : Inatarisa Nurlisa**

**Class : TBI B**

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**Name : Melina Tantri**

**Class : TBI B**

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**Name : Idha Patti**

**Class : TBI B**

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## 2. Observation Sheet

No.	Name	Rank Shift		Total
		Upward Rank Shift	Downward Rank Shift	
1.	XXA	1	2	3

2.	XXB	4	-	4
3.	XXC	2	3	5
4.	XXD	4	1	5
5.	XXE	2	-	2
6.	XXF	3	1	4
7.	XXG	-	1	1
8.	XXH	1	-	1
9.	XXI	2	-	2
10.	XXJ	4	1	5
Frequency		23	9	32
Percentage		72%	28%	100%

### 3. Interview sheet

The question which is given to the lecturer of translation class to analyze the factors of the students' difficulties in using rank shift in students' translation of English education students as follow:

- a) What is the most problem of the students of English department in translation?
- b) Do the students of English department get the difficulties in translation shift?
- c) Do the students of English department usually get errors in using rank shift in their translation?

- d) Why do the students get errors in rank shift used in translation skill of English department students?
- e) How to minimize the students' errors in rank shift used in the students translation of English department?

The answer of the lecturer:

- a) The most problem of the students of English department in translation is determining the appropriate word from source language to the target language.
- b) Yes, absolutely the students of English department get the difficulties in translation shift.
- c) Yes, the students of English department usually get errors in using rank shift in their translation
- d) The students get difficulties in choosing the appropriate word of the meaning from source language to the target language. Furthermore, they lack of knowledge about phrase, sentence, and clause. Moreover, the student still get confuse in understanding about grammar and the lecture said that the students tend to get more the difficulties in translating Indonesia into English because the target language is not their mother tongue. In addition, the students lack of vocabulary mastery so they will be difficult to make translation equivalence.



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

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimila (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0573/In.28.1/J/TL.00/03/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
DEKAN FTIK IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **VELA SETIANA**  
NPM : 1601070053  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF RANK SHIFT IN TRANSLATION OF IAIN  
ENGLISH DEPARTMENT STUDENTS

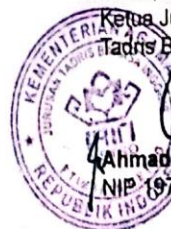
untuk melakukan *pra-survey* di FTIK IAIN METRO.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 02 Maret 2020

Ketua Jurusan  
Tarbiyah dan Ilmu Keguruan



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



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 JURUSAN TADRIS BAHASA INGGRIS (TBI)

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

## SURAT KETERANGAN

Nomor : B-2735/ln.28.1/J/PP.00.9/10/2020

*Assalamualaikum Wr.Wb*

Yang bertanda tangan dibawah ini:

Nama : Ahmad Subhan Roza, M.Pd.  
 NIP : 19750610200801 1 014  
 Jabatan : Ketua Jurusan  
 Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Vela Setiana  
 NPM : 1601070053  
 Jurusan : Tadris Bahasa Inggris (TBI)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Instansi : Institut Agama Islam Negeri (IAIN) Metro

Mahasiswa diatas telah melaksanakan *research* dengan judul "*An Analysis Of Rank Shift In Translation Of IAIN English Departement Students*" yang bertempat di Jurusan Tadris Bahasa Inggris (TBI) FTIK IAIN Metro dari tanggal 14 Agustus 2020

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 27 Oktober 2020  
 Ketua Jurusan TBI  
  
 Ahmad Subhan Roza, M.Pd.  
 NIP. 19750610200801 1 014





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

Jalan Ki Hajar Dewantara Kampus 15A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Vela Setiana  
NPM : 1601070053

Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	Selasa/15-12-20			- Revisi objectives and benefits	
2.	Jum'at/18-12-20			- ACC BAB I	
3.	Senin/28-12-20			- Tambahkan teori tentang translation (Definitio, process, etc.)	
4.	Selasa/19-01-21			- ACC BAB II	
5.	Jum'at/05-02-21			- Menambahkan tentang Case Study & langkah-langkah dalam research	
6.	Kamis/18-02-21			- ACC Seminar Proposal	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Vela Setiana  
 NPM : 1601070053

Jurusan : TBI  
 Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	Senin/23-11-20		✓	<ul style="list-style-type: none"> <li>- Perjelas latar belakang masalahnya, hal yang melatarbelakangi untuk melakukan penelitian ini.</li> <li>- Perbaiki teori di bab II.</li> <li>- Jelaskan cara menjalankan qualitative research saat pandemi seperti ini.</li> <li>- Perbaiki penulisan referensi</li> </ul>	
2.	Senin/30-11-20		✓	<ul style="list-style-type: none"> <li>- Pindahkan teori yang di background ke bab II</li> <li>- Paparkan cara menjalankan qualitative research di bab I di background of study saat pandemi</li> <li>- Jelaskan bagaimana pra-survey kamu lakukan di masa pandemi ini</li> </ul>	
3.	Senin/07-12-20		✓	<ul style="list-style-type: none"> <li>- ACC BAB I, II, III.</li> </ul>	

Mengetahui,  
 Ketua Jurusan TBI

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

Dosen Pembimbing II

**Svahreni Siregar, M.Hum.**  
 NIP. 19760814 200912 2 004



**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

**NOTA DINAS**

Nomor :  
 Lampiran : 1 (Satu) Berkas  
 Perihal : Permohonan Seminar Proposal

Kepada Yth,  
 Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
 Institut Agama Islam Negeri (IAIN) Metro  
 di\_

Metro

*Assalamu'alaikum Wr.Wb*

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka proposal penelitian yang telah disusun oleh :

Nama : VELA SETIANA  
 NPM : 1601070053  
 Jurusan : Tadris Bahasa Inggris (TBI)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Yang berjudul : AN ANALYSIS OF RANK SHIFT IN TRANSLATION OF IAIN ENGLISH DEPARTMENT STUDENTS

Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk diseminarkan sebagai syarat untuk menyusun skripsi.

Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

*Wassalamu'alaikum Wr.Wb*

Dosen Pembimbing I

**Drs. Kuryani, M.Pd.**  
 NIP. 19620215 199503 1 001

Metro, 25 Februari 2021

Dosen Pembimbing II

**Syahreni Siregar, M.Hum**  
 NIP. 19760814 200912 2 004

Mengetahui,  
 Ketua Jurusan TBI

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
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Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507. Faksimili (0725) 47296. Website: www.tarbiyah.metrouiniv.ac.id, e-mail: tarbiyah.iaid@metrouiniv.ac.id

**NOTIFICATION LETTER**

Number :  
 Appendix : 1 (one) Bundle  
 Matter : In order to hold the seminar of Vela Setiana

To:  
 The Honorable the Head of Tarbiyah Department  
 of State Institute For Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

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

Name : VELA SETIANA  
 Students Number : 1601070053  
 Faculty : Tarbiyah and Teacher Training Faculty  
 Department : English Education Department  
 Title : AN ANALYSIS OF RANK SHIFT IN TRANSLATION OF  
 IAIN ENGLISH DEPARTMENT STUDENTS

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

*Wassalimu'alaikum Wr. Wb*

Metro, 25 Februari 2021

**Sponsor**

**Co-Sponsor**

**Drs. Kuryani, M.Pd**  
 NIP. 19620215 199503 1 001

**Syahreni Siregar, M.Hum**  
 NIP. 19760814 200912 2 004

The Head of English Education Department

**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](http://www.tarbiyah.metrouniv.ac.id) e-mail [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

**APPROVAL PAGE**

The Title : AN ANALYSIS OF RANK SHIFT IN TRANSLATION OF  
IAIN ENGLISH DEPARTMENT STUDENTS  
Name : VELA SETIANA  
St. Number : 1601070053  
Department : English Education Department  
Faculty : Tarbiyah and Teacher Training Faculty

**APPROVED BY:**

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of  
Islamic Studies (IAIN) of Metro.

Metro, 25 Februari 2021

**Sponsor**

**Co- Sponsor**

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001

**Svahreni Siregar, M.Hum**  
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Telepon (0725) 41507, Faksimili (0725) 47206, Website: [www.tarbiyah.metroain.ac.id](http://www.tarbiyah.metroain.ac.id), e-mail: [tarbiyah.ain@metroain.ac.id](mailto:tarbiyah.ain@metroain.ac.id)

**PERSETUJUAN**

Judul : AN ANALYSIS OF RANK SHIFT IN TRANSLATION  
OF IAIN ENGLISH DEPARTMENT STUDENTS  
Nama : VELA SETIANA  
NPM : 1601070053  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan

**DISETUJUI**

Untuk diseminarkan dalam sidang seminar proposal Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro.

Dosen Pembimbing I

**Drs. Kuryani, M.Pd.**  
NIP. 19620215 199503 1 001

Metro, 25 Februari 2021

Dosen Pembimbing II

**Svahreni Siregar, M.Hum**  
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA  
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METRO Telp. (0726) 41507 Faksimili (0725) 47296 Website [www.iaimetro.ac.id](http://www.iaimetro.ac.id) E-mail [iaimetro@iaimetro.ac.id](mailto:iaimetro@iaimetro.ac.id)

**RATIFICATION PAGE**

The Research Proposal entitled AN ANALYSIS OF ERRORS IN USING RANK SHIFT IN TRANSLATION OF THE FOURTH SEMESTER OF IAIN ENGLISH DEPARTMENT STUDENTS Written by: Vela Setiana, Student Number 1601070053, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Friday, April 09<sup>th</sup> 2021 at 13.00 –14.30.

**BOARD OF EXAMINERS**

Chairperson	: Drs. Kuryani, M.Pd	(..... <i>[Signature]</i> .....)
Examiner I	: Dr. Mahrus Asad, M.Ag	(..... <i>[Signature]</i> .....)
Examiner II	: Syahreni Siregar, M.Hum	(..... <i>[Signature]</i> .....)
Secretary	: Yeni Suprihatin, M.Pd.	(..... <i>[Signature]</i> .....)

Head of English Education Department

*[Signature]*  
**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 0141



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INSTITUT AGAMA ISLAM NEGERI METRO  
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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-1232/In.28.1/J/TL.00/04/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Kuryani (Pembimbing 1)  
Syahreni Siregar (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **VELA SETIANA**  
NPM : 1601070053  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF ERRORS IN USING RANK SHIFT IN  
TRANSLATION OF THE FOURTH SEMESTER OF IAIN ENGLISH  
DEPARTMENT STUDENTS

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 April 2021

Ketua Jurusan  
Tadris Bahasa Inggris

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





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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Vela Setiana  
 NPM : 1601070053

Jurusan : TBI  
 Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1	Kamis/10-06-21	✓		ACC APD	

Mengetahui,  
 Ketua Jurusan/TBI

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

Dosen Pembimbing I

  
Drs. Kuryani, M.Pd.  
 NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA**  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Vela Setiana  
 NPM : 1601070053

Jurusan : TBI  
 Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	Senin/24-05-21		✓	Tambahkan pertanyaan Interview minimal 5 max 10	
2.	Senin/31-05-21		✓	AEC	

Mengetahui,  
 Ketua Jurusan/TBI

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

Dosen Pembimbing II

**Syahreni Siregar, M.Hum**  
 NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA**  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Vela Setiana  
 NPM : 1601070053

Jurusan : TBI  
 Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	Rabu/28-07-21	✓		<ul style="list-style-type: none"> <li>- Jelaskan dan analisis tabel saja</li> <li>- Revisi discussion</li> <li>- Kesimpulan peneliti bukan copas dari bab 4</li> <li>- Saran ditujukan kepada siapa dan agar melakukan apa</li> </ul>	
2.	Rabu/28-08-21	✓		ACC	

Mengetahui  
 Ketua Jurusan TBI

**Andjanto, M.Pd**  
 NIP. 198711022015031004

Dosen Pembimbing I

**Drs. Kuryani, M.Pd**  
 NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA  
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Telp (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [ianmetro@metrouniv.ac.id](mailto:ianmetro@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Vela Setiana  
NPM : 1601070053

Jurusan : TBI  
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	Senin, 12/07/2021		✓	Perbaiki abstract  -Mulai dari judul, tujuan penelitian, metode dan hasil penelitian  -Keywords disesuaikan dengan variabel yang ada di judul  Di bab 4, bahas hasil interviewnya. Paling tidak kesimpulan dari interview  Data-data yang dianalisis dirunut secara rinci berdasarkan problem formulation sehingga di kesimpulan nanti lebih jelas hasil penelitiannya	
2.	Senin, 26/07/2021		✓	ACC	

Mengetahui,

Ketua Jurusan TBI

Andjanto, M.Pd

NIP. 198711022015031004

Dosen Pembimbing II

Syahreni Siregar, M.Hum

NIP. 19760814 200912 2 004

SURAT TUGAS

<https://sismik.metrouniv.ac.id/v2/page/mahasiswa/mhs-daftar-rese...>

**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**SURAT TUGAS**

Nomor: B-2197/In.28/D.1/TL.01/06/2021

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

Nama : **VELA SETIANA**  
NPM : 1601070053  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ERRORS IN USING RANK SHIFT IN TRANSLATION OF THE FOURTH SEMESTER OF IAIN ENGLISH DEPARTMENT STUDENTS".
  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 yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 24 Juni 2021

Mengetahui/  
Pejabat Setempat  
  
Andiyo S. Si.  
NIP. 19871102 201503 1 004

Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003

IZIN RESEARCH

<https://sismik.metrouniv.ac.id/v2/page/mahasiswa/mhs-daftar-rese...>

**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-2198/In.28/D.1/TL.00/06/2021  
 Lampiran : -  
 Perihal : IZIN RESEARCH

Kepada Yth.,  
 KETUA JURUSAN TADRIS  
 BAHASA IN IAIN METRO  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2197/In.28/D.1/TL.01/06/2021,  
 tanggal 24 Juni 2021 atas nama saudara:

Nama : **VELA SETIANA**  
 NPM : 1601070053  
 Semester : 10 (Sepuluh)  
 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 ERRORS IN USING RANK SHIFT IN TRANSLATION OF THE FOURTH SEMESTER OF IAIN ENGLISH DEPARTMENT STUDENTS".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 24 Juni 2021  
 Wakil Dekan Akademik dan  
 Kelembagaan,



**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**

Jl. Ki Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail:  
iain@metrouniv.ac.id

**SURAT KETERANGAN**

Nomor: B-2632/In.28.1/J/PP.00.9/07/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd  
NIP : 19871102 201503 1 004  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Vela Setiana  
NPM : 1601070053  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul "*An Analysis of Errors in Using Rank Shift in Translation of the Fourth Semester Of IAIN English Departement Students*" yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 08 Juli, 2021  
Ketua Jurusan TBI  
  
Andianto, M.Pd  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-617/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 : Vela Setiana  
NPM : 1601070053  
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 1601070053

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, 29 Juni 2021  
Kepala Perpustakaan



*As'ad*  
Dr. As'ad, S. Ag., S. Hum., M.H.  
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#### SURAT KETERANGAN BEBAS PUSTAKA


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

Nama : Vela Setiana  
NPM : 1601070053  
Jurusan : TBI

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 14 September 2021  
Ketua Jurusan TBI

  
Andiarto, M.Pd  
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## CURRICULUM VITAE



Vela Setiana was born in Sidomulyo, Sekampung, East Lampung on February, 20th, 1998. The researcher is the first children in her family. The researcher has a sister. Her name is Gisela Adinka. Moreover, the researcher father and mother's name is Slamet and Tri Winarni. The researcher was graduated from elementary school 2 Sidomulyo on 2010, junior high school 4 Sekampung on 2013 and senior high school 2 Sekampung on 2016. After graduated from senior high school, the researcher continued her study in IAIN Metro of tarbiyah and training faculty especially in English education department.