

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF CATEGORY SHIFT IN TRANSLATION
AMONG ENGLISH EDUCATION DEPARTMENT STUDENTS
AT IAIN METRO**

By:

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TARBIYAH AND TEACHING AND TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022**

AN UNDERGRADUATE THESIS
AN ANALYSIS OF CATEGORY SHIFT IN TRANSLATION AMONG
ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S. Pd)

in English Education Department

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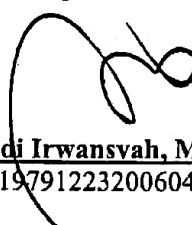
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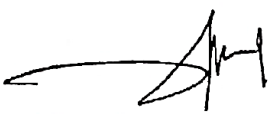
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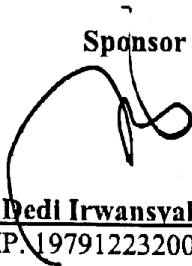
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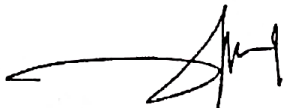
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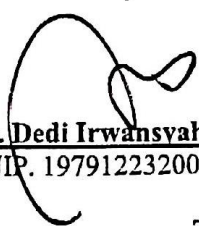
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METRO


Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb


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RATIFICATION PAGE

No. B-0305/In.28-1/D/PP-00-9/02/2022

An Undergraduate thesis entitled: AN ANALYSIS OF CATEGORY SHIFT IN TRANSLATION AMONG ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO. Written by: Putri Siti Barokah, Student Number 1701070042, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, January 25, 2022 at 13:30 – 15.30 p.m

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AN ANALYSIS OF CATEGORY SHIFT IN TRANSLATION AMONG ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO

ABSTRACT

By: Putri Siti Barokah

The objectives of this research are to analyze the used of category shift in students` translation at IAIN Metro and to analyze the most dominant types of category shift in students` translation at IAIN Metro. The researcher analyzed those phenomena based on the consideration of the students` problem in translation investigated in the process of pre-survey. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of category shift in translation.

The method of this research was qualitative research in the form of a case study carried out at IAIN Metro. The primary source of this research was the translation assignment result of the students at IAIN Metro. The total number of the students were 15 students. The researcher used data collected through documentation, observation, and interview in the collecting data.

The result of this research shows: (1) the observation result proves that the use of category shift in students` translation is classified into appropriate and inappropriate use. The appropriate use of class shift was 85 uses (99%), structure shift 21 uses (87.5%), unit shift 56 uses (100%). In addition, the appropriate use of intra-system shift type is 100%, class shift 1 use (1%), structure type is 3 uses (12.5%), inappropriate uses of unit shift type and intra-system shift is not found. (2) The total of category shift was used in students` translation 176 uses of category shift, that consist 85 or about 48% class shifts, 24 or 14% structure shift, 56 or 32% unit shift, and 11 or 6% uses of intra-system shift. it can be concluded that class shift occurs in the highest frequency and the dominant types in the students` translation, there are 85 use or 48%.

Keywords: Translation, Category Shift, Intra-System Shift, Unit Shift

ANALISIS CATEGORY SHIFT DI TERJEMAHAN DI KALANGAN MAHASISWA JURUSAN TADRIS BAHASA INGGRIS DI IAIN METRO

ABSTRAK

Oleh: Putri Siti Barokah

Tujuan dari penelitian ini adalah untuk menganalisis penggunaan category shift di terjemahan mahasiswa di IAIN Metro, dan untuk menganalisis tipe category shift yang paling dominant atau sering muncul di terjemahan mahasiswa IAIN Metro. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa dalam penerjemahan yang diselidiki dalam proses pra-survei. Oleh karena itu dalam menggambarkan fenomena category shift dalam penerjemahan.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilaksanakan di IAIN Metro. Sumber utama penelitian ini adalah hasil tugas penerjemahan mahasiswa IAIN Metro. Jumlah seluruh siswa adalah 15 mahasiswa. Penelitian ini menggunakan, dokumentasi, observasi, dan wawancara dalam mengumpulkan data.

Hasil penelitian ini menunjukan: (1) hasil observasi membuktikan bahwa penggunaan category shift dalam penerjemahan mahasiswa digolongkan kedalam penggunaan yang sesuai dan tidak sesuai. Penggunaan class shift yang sesuai adalah 85 (99%) yang menggunakannya, structure shift 21 (87.5%) yang menggunakannya, unit shift 56 (100%) yang menggunakannya. Selain itu, penggunaan yang sesuai pada intra-system shift adalah 100%. Penggunaan yang tidak sesuai pada class shift adalah 1 (1%) yang menggunakannya, jenis structure shift 3 (12.5%) penggunaan, penggunaan yang tidak sesuai pada jenis unit shift dan intra-system shift tidak ditemukan. (2) total penggunaan category shift dalam penerjemahan siswa adalah 176. Ini karena ada 56 (48%) penggunaan class shift, 24(14%) penggunaan structure shift, 56 (32%) penggunaan unit shift, dan 11 (6%) penggunaan intra-system shift. Hal ini dapat disimpulkan bahwa class shift berada pada frekuensi tertinggi, dan yang paling dominant pada terjemahan siswa, ada 85 penggunaan atau 48%.

Kata Kunci: Penerjemahan, Pergeseran Kategori, Pergeseran Unit, Pergeseran Intra-Sistem

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 25 Januari 2022

The Researcher



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Yang membuat pernyataan



Putri Siti Barokah
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MOTTO

“The only way to do great work is love what you do.”- Steve Jobs

*(Satu-satunya cara untuk melakukan pekerjaan besar adalah mencintai apa yang
kamu lakukan)- Steve Jobs*

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My parents Mr. Supriyadi and Mrs. Supinah, always pray and support me to be efficacious in my study.
2. My grandmother, Sukiyem who always pray and support me.
3. My Sisters, Diana Sari, Lina Astuti and my brother Ardi Prayoga who always give me sweet smile. Thanks for your goodness.
4. My Sponsor Dr. Dedi Irwansyah, M.Hum, and Co-Sponsor Ning Setio Wati, M.Pd of undergraduate thesis who has guided me well as long as I wrote and finished my undergraduate thesis.
5. My beloved Almamater at State Institute for Islamic Studies of Metro

ACKNOWLEDGEMENTS

First and foremost, The Highest Gratitude and Grateful reward are only for Allah Subhanahu Wa Ta'ala who has given blessing and ability to the writer to complete this research proposal entitled "AN ANALYSIS OF CATEGORY SHIFT IN TRANSLATION AMONG ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO".

Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

1. Dr. Hj. Siti Nurjanah, M.Ag.,PIA., as the Principal of State Islamic Institute of Metro
2. Dr. Zuhairi, M.Pd., as the Dean of Tarbiyah and Teacher Learning Faculty
3. Andianto, M.Pd the Head of English Education Study Program,
4. Dr. Dedi Irwansyah, M.Hum., and Ning Setio Wati, M.Pd., as sponsor and co-sponsor who has given sponsor to finishing this undergraduate thesis.
5. The lectures or my friends whom the writer could not tell one by one especially those who have helped to finish this undergraduate thesis.

The researcher does apologize for all mistakes she has made writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, 25 January 2022
The Researcher



Putri Siti Barokah
St. Number. 1701070042

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CHAPTER I

INTRODUCTION

A. Background of Study

In recent years, translation is needed for students in development of science, culture, and technology. It is used in some texts from all fields of human life, such as scientific, literary, religious, philosophical and other text.¹ There are the different between variety of texts as faithfully and accurate from one language to another language or two societies.² It comes as the bridge for communication between people who speak different languages and want to reach a common understanding. It can help the human in using the technology that has foreign language.³ Therefore, translation is very important for every human in daily life.

Teaching translation is able to enhance students` ability understanding of foreign language.⁴ Translation has pedagogical benefits to teachers and students. Use of pedagogical translation in the classroom to practice oral and written skills Teachers can perform usage and translation activities based on the instructional objectives they have set.⁵ When the teacher used translation

¹ S. Husaeni, H. Pratama & R. Hartono, "Semantic Shift in the English-Indonesian Translation of Dessen's What Happened to Good Bye", *English Education on Journal*, 8 no.2 (2018):195-207.

² Mohamed Ali Elsidig Ibrahim, "Factors Influencing the Quality of Translation," *International Journal of English Language Teaching*, 2019, 7, <http://www.eajournals.org/>.

³ Suwarni Wijaya Halim, "Translation Technology for Student Translators: A Study on Perceptions," *JETAFL (Journal of English Teaching as a Foreign Language)* 5, no. 1 (June 2019): 1–12.

⁴ Masitowarni Siregar, "Pedagogical Translation Use by Scientific Approach in Teaching English," *Budapest International Research and Criticsin Linguistics and Education (BirLE) Journal* 2, no. 4 (November 2019): 111–119, <https://doi.org/10.33258/birle.v2i4.524>.

⁵ Masitowarni Siregar, P.115.

to ensure that student understood to what the teachers explained. The use translation eventually helpful and useful for student to communication.

In teaching translation, there are some topics that discussed in the lesson. One of the topics in translation is shift. Shift in Baker is considered as the changes which occur or may occur in the process of translating.⁶ In other words, shift is the changes itself that are produced in the translating process. The translation shift is separated into two categories: (1) level shift, (2) category shift. When the source of a language item at one linguistic level (grammar) has a target language equivalent at a different level, it is called a level shift (lexis).⁷ In translation, change from formal correspondence means change to the category shift. this study only uses the category which consists of four types of category shifts are: class shifts, structure shifts, unit shifts, and intra system shifts.⁸

The use of category shift from English-Indonesia translation. Example; SL: Good day friends? TL: Apa kabar teman? in intra-system shift means there is a changing context in the SL to the TL. It can be from singular into plural of vice or versa. Base on the example, the underline word *teman* in Indonesian language it is singular form, but the translation becomes *friends* which in English it consists more than one person. In the Indonesian context,

⁶ Mona Baker, *In Other Words: A Coursebook on Translation* (London and New York: Routledge, 2018)

⁷ Y, A. Alzuhdy, "Analisis Translation Shift dalam Penerjemahan Bilingual Bahasa Inggris – Bahasa Indonesia". *Diksi Jurnal Ilmiah Bahasa, Sastra dan Pengajarannya*. Vol. 22 (2014): 2.

⁸ Anik Sholekhah, "An Analysis of Category-Shifts on The Comic Translation from English into Indonesian in Visual Translation Subject of English Department Tidar University," *Journal of Research on Applied Linguistics, Language, And Language Teaching* 2, no. 1 (June 28, 2019): P.9, <https://doi.org/10.31002/jrlt.v2i1.428>.

there is no singular and plural structure. So, when translating, a translator with knowledge of translation must have a strategy to know the procedures in English. The structure follows English as the target language. Each country has a different structure and culture in translating.

Recently, previous studies have reported that, in her research entitled “Translation Shift in English into Indonesian Subtitle of *Guzaarish* Movie.”⁹ This researcher demonstrated how to use translation shifts in translation. There are still many aspects that can be studied, such as; types of translation or readability in translation. Other studies reported, Mabruroh, the title is “An Analysis on Indonesian English Translation Shifts Found in Two Short Stories of Bilingual Children Book Series Published by “Gema Insani”.”¹⁰ The study found that this research can help people learn more about translation shifts. The data contains all types of translation shifts. There is a level shift and a category shift, and in this study can help students easily to understand reading books. Equally, most of the research only focused on book or movie, it means that it does not explore translation shift, especially the category shift in student translation. This researcher aims to analyze the use of category shift in students` translation and analyze the most dominant types of category shift in students` translation at IAIN Metro.

⁹ Tira Nur Fitria, “Translation Shift in English into Indonesian Subtitle of *Guzaarish* Movie,” *Journal of Language and Literature* 20, no. 2 (Oktober 2020), <https://doi.org/0.24071/joll.v20i2.2601>.

¹⁰ Mabruroh, “An Analysis on Indonesian English Translation Shifts Found in Two Short Stories of Bilingual Children Book Series Published by ‘Gema Insani,’” *Language and Art Journal* 2, no. 2 (2018): 29–32, <http://ejournal.unibabwi.ac.id/index.php/lunar>.

However, translation is not easily for the student to translate from Indonesian into English language. Based on the teacher interview from Ms. TH as the teacher at IAIN Metro, students feel that translation is difficult in their minds it's difficult and lazy to do, and low interest to translation. Automatically students tend to use 'Google translate' when the teacher asks them to translate text or something. If they use the application to translate text or something automatically, they arrange the meaning based on the meaning that they have and then they find the difficult because the meaning is not accurate. It means that there are many problems in technical translation such as the limited vocabulary mastery, low grammar mastery, and difficult in conveying the paper information from the source language to target language.¹¹The Vocabulary is one of the important things in translation skills. if students` vocabulary mastery is sufficient, they can readily arrange the meaning.

In line with the translation problem above, the researcher had found the students' problem in translation at IAIN Metro based on the result of pre-survey held on Friday, Mei 21 2021. Based on the data of teacher's document from 33 students. The pre-survey results can show in the table below.

¹¹ Arono and Nadrah, "Students' Difficulties in Translating English Text," *JOALL (Journal of Applied Linguistics and Literature)* 4, no. 1 (2019): 88–97, <https://doi.org/10.33369/joall.v4i1.7384>.

Table 1.
The Data of Students' Translation at IAIN Metro

No.	Students' Name	Grade	Category
1	AJS	60	Incomplete
2	AEW	40	Incomplete
3	AOR	30	Incomplete
4	AAD	50	Incomplete
5	AS	50	Incomplete
6	BC	50	Incomplete
7	CY	80	Complete
8	DMA	30	Incomplete
9	DK	60	Incomplete
10	DNV	70	Complete
11	DAN	80	Complete
12	DVMS	60	Incomplete
13	DL	50	Incomplete
14	ED	50	Incomplete
15	IPJN	30	Incomplete
16	INO	70	Complete
17	IS	40	Incomplete
18	JRS	50	Incomplete
19	JL	60	Incomplete
20	KH	40	Incomplete
21	KC	40	Incomplete
22	MF	40	Incomplete
23	MA	40	Incomplete
24	MS	60	Incomplete
25	NS	40	Incomplete
26	NI	80	Complete
27	RR	40	Incomplete
28	RD	50	Incomplete
29	RAL	60	Incomplete
30	RWA	50	Incomplete
31	SAM	50	Incomplete
32	SNZ	40	Incomplete
33	SR	40	Incomplete

Source: Documentation of The Students' Translation at IAIN Metro

Table 2.
The Classification of Students' Translation at IAIN Metro

No	Grade	Frequency	Percentage	Category
1	≥70	5	15%	Complete
2	<70	28	85%	Incomplete
Total		33	100%	-

Furthermore, the data of pre-survey on May 21, 2021 showed that the Minimum Mastery Criteria of IAIN Metro is 70. It shows with the total 28 students belong incomplete category and 5 students belong to the complete category. It means that the total of the students that can achieve Minimum Mastery Criteria little bit more than student that cannot achieve the students. It can be stated that the student's translation mastery at IAIN Metro still low because may students get score less than 70.

Based on the explanation, the researcher would like to investigate usages category shift in translation students of the English department at IAIN Metro. The researcher will be conducted by the use of qualitative research to explore phenomena on category shift in their translation. Therefore, the researcher focusses on the research proposal "*An Analysis of Category Shift in Translation Among English Department Students at IAIN Metro*".

B. Research Questions

By considering the background of the research above, the writer formulated the problems as follows:

1. How is the use of category shift in English-Indonesian in EFL students` translation at IAIN Metro?
2. What are the dominant types of category shift in English-Indonesian in EFL students` translation at IAIN Metro?

C. Objectives and Benefits of Study

1. Objectives of Study

This research has objectives, as follow:

- a. To analyze the use of category shift in English-Indonesian translation in EFL students` translation at IAIN Metro.
- b. To analyze the most dominant types of category shift in English-Indonesian translation in EFL students` translation at IAIN Metro.

2. Benefits of Study

This research is not only useful for researcher but also to the student, lecturer, and other researcher.

a. For the Students

It is intended that this research will be beneficial to students by providing them with essential information about usage category shift in translation. With knowing the concepts of category shift, the writer hoped the student can minimize of usage error category shift in translation. Furthermore, through this research the student expected to

apply the concepts of category shift correctly in their translation so their translation is better.

b. For the Lecturers

It is expected that this research can give positive contribution to English lecturer to motivate their students to using category shift in translation. Furthermore, this research will give English lecturer by knowing the factors that cause the error, the English lecturer can find ways to minimize it. Therefore, this research hopes can be helpful to the English lecturer to increase quality the student in translation.

c. For The Other Researchers

It is hoped that this study would be beneficial to the other researchers to give information about usage category shift in translation. Furthermore, this research will reinforce the data and evidence about used category shift in translation. Furthermore, this study may serve as motivation for other researchers to do similar studies on the issue of category shift in translation.

D. Prior Research

This research will be done with consideration some prior research. The first prior research was conducted by Anik Sholekhah who did the research the title is An Analysis of Category-Shifts on The Comic Translation from English into Indonesian in Visual Translation Subject of Tidar University's English Department. The purpose of her studies is to describe the occurrence of category shifts in comic translations translated by third-

semester Visual Translation students at Tidar University's English Department, as well as the impact of category shift on the transfer of meaning from the source language to the target language. The research method of her study is a Qualitative research method. As an example of research, third semester students in Tidar University's English Department's Visual Translation topic will do research. From the finding of Anik`s research, the translation comic from English to Indonesian shows four category shifts: structures shift, class shifts, unit shifts and intra system-shifts. The impact of category shifts on translation comics results in. reduced meaning, increased meaning, changed meaning, and lost meaning are all words that can be used to describe a change in meaning. The researcher came to the conclusion that the main category shifts is structural shifts, and that the effect of shifts creates entire meaning in Target Language.¹²

This study differs from the first in some ways and is similar in others. The similarities which include similarities the topic of research and research methods. The subject of both these studies is the use of category shift in translation. Another similarity is the research technique, which is Qualitative Research in both of these studies. The differences of this study with prior research they differ because of the purpose of research and the sample of research. The purpose of this to analyze the use of category shift in students` translation and to analyze the most dominant types of category shift in students` translation at IAIN Metro. The first prior study's goals were to

¹² Sholekhah, "An Analysis of Category-Shifts on The Comic Translation from English Into Indonesian In Visual Translation Subject of English Department Tidar University."

describe the occurrence of category shifts in comics translations translated by third-semester students in the Visual Translation subject at Tidar University's English Department, as well as the effects of category shift on transferring meaning from sources to target languages. A different sample from this research by students at IAIN Metro, compared to a sample from a previous study by third-semester students in the Visual Translation Subjects at Tidar University's English Department.

Second prior research was conducted by Aswarini Sentana, which was titled *Category Shift Occurrence in the Indonesian Translation of Little Women*. Her research aims to determine the sorts of category changes observed in Indonesian translations of *Little Women*, as well as the translation's prevailing category shift. Her study's research approach was a mix of qualitative and quantitative. The research sample consisted of *A Little Women's* book written by Louisa May Alcott.¹³

This study has differences and similarities with the second previous research. The similarities which include similarities the topic of research and objectives of research. The subject of both these studies is uses of category shift in translation. The research technique, and the research sample differ between this study and Aswarini's research. The qualitative research approach was used in this study. Aswarini's research approach is a mix of qualitative and quantitative research methods. The aims of this study are to analyze the use of category shift in students' translation and to analyze the most dominant

¹³ Aswarini Sentana, "Category Shifts Occurrence in the Indonesian Translation of *Little Woman*" 3, no. 2 (2015): 6.

types of category shift in students' translation at IAIN Metro. Aswarini's research aims to determine what kinds of category changes may be discovered in the Indonesian translation of the novel *Little Women* and as well as the dominating category shifts that can be found in the translation. The different sample of this research by the students at IAIN Metro, as for sample of previous study, Louisa May Alcott's novel *Little Women* was used. All kinds of category shifts, such as (1)structure shift, (2)class shift, (3)unit shift, and (4)intra-system shifts, were discovered in the translation, according to Aswarini's findings. It also demonstrates that the most common category change in her work is structures shift.

The third prior research was conducted by Herman which was titled, *Category Shifts in the English Translation of Harry Potter and the Philosophers Stone Movie Subtitle into Indonesia (An Applied Linguistics Study)*. The objectives of Herman's studies are to identify the kinds of category shift and the major category shifts in the Indonesian languages subtitle of *Harry Potter and the Philosopher's Stone*. His study's research approach was a mix of qualitative and quantitative research methods. The sample was obtained from Togap's translation of the *Harry Potter* movie subtitles from English to Indonesian.¹⁴

This study has similarities and differences with the third previous research. The similarities which include similarities the topic of research and

¹⁴ Herman M, "Category Shifts in the English Translation of Harry Potter and the Philosopher's Stone Movie Subtitle into Indonesia (An Applied Linguistics Study)," *IOSR Journal of Humanities and Social Science* 19, no. 12 (2014): 31–38, <https://doi.org/10.9790/0837-191253138>.

the objectives of research. Both of these studies are concerned with the use of category shift in translation. The differences of this study with Herman's research they differ because the method of research, and. sample of research. The study uses qualitative research approach. The methods of his research are combination of qualitative and quantitative research method. The aims of this study are to analyze the use of category shift in students' translation and to analyze the most dominant types of category shift in students' translation at IAIN Metro. Herman's research aims to determine the types of category changes and dominating category shifts identified in the Indonesian subtitle of Harry Potter and the Philosopher's Stone. As for sample of this research by the students at IAIN Metro, as compared to the sample of the previous research by Togap translating the Harry Potter movie subtitles from English to Indonesia. Finally, according to Herman's results, all forms of category shifts may be detected in movie subtitles translated from English to Indonesian, with unit shift being the most common.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Translation

1. Definition of Translation

Translation deals with two languages translated each other, Source Language as the first language or the translated languages and target languages as the second languages. Catford described translation in Nurhayati as the replacement of the textual text in a different language.¹⁵ It indicates that the translation is influenced by two different languages: the sources languages (SL) and target languages (TL). According to Baker translation means a process that is aimed to find a target text that has equivalent meanings. Baker states equivalent meanings that the meaning is transferred in the target text can be understood by the reader.¹⁶ Equivalence can be said to be the central issue in translation.¹⁷ Therefore, the translator understands not only the vocabulary and linguistic matter of the two languages but also the context of the message being translated.

¹⁵ S, Nurhayati, "Category Shift of Noun Phrase in the Short Story of 'The Backward Fall,'" *Seminar Nasional Inovasi Dan Tren (SNIT)*, 2018, 9–17.

¹⁶ Mona Baker, *In Other Words: A Coursebook on Translation* (London and New York: Routledge, 1992)

¹⁷ Ninsiana, "Problem Solving of Non-Equivalence Problems in English Into Indonesian Text," 84

Moreover, translation is the process to change both spoken and written text from one language to another languages.¹⁸ It means that translation can be done not only through the written manner but also through oral activity. In other words, the concept of translation is very close to everyday life because it relates to the meaning of the contents of the expression both spoken and written.

Translation is also a communication action between the source and target languages.¹⁹ In other words, the fundamental aim of translation is to communicate significant messages from the source language in the target language without reducing the meaning. Therefore, it can be concluded that translation has a very important role in conveying accurate information without reducing to a target language meaning of the source language.

2. Process of Translation

The translation process is an activity where meaning is transferred from the source to the target language of the translator. The translation process has three steps:²⁰

¹⁸ Dr Mustafa, "A Review on Translation Strategies of 'Little Prince' by Ahmad Shamlou and Abolhasan Najafi," *Translation Studies* 04, no. 03 (2016): P.60.

¹⁹ Ibrahim, "*Factors Influencing the Quality of Translation*," P.169.

²⁰ B. Hatim, *Teaching and Researching Translation*, 2nd ed, Applied Linguistics in Action (New York: Pearson Longman, 2012), P. 25-27.

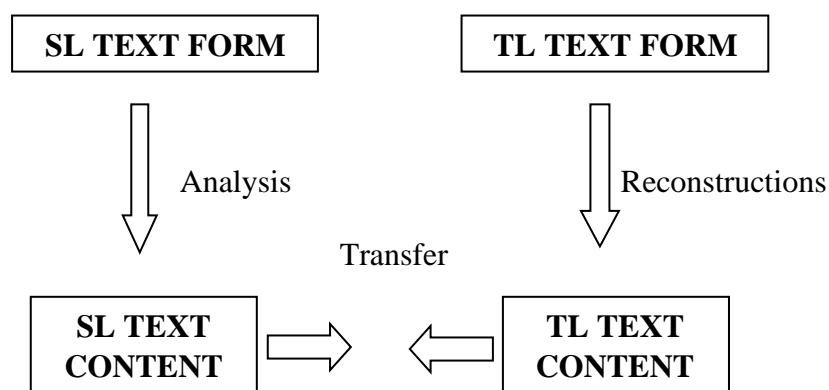


Figure 1. *The Translation Processes*

The translation process is divided into three steps, as seen in the figure above. The first step is analysis, in which translators examine the grammatical relationships and the meaning of words and word combinations in the original language text. The translator next transfers the studied material from the source language to the target language in the second step. The last process is restructuring, the aim of that procedure is to make certain that SL is similarly translated into TL. There are certain changes in the reorganization process. It's not easy to translate. Translators sometimes find it difficult to determine the lexical elements of the sentence in the translation. The structure or location of words in the source languages and target languages is different.

3. Translation Assessment

To quantify the quality of the translation itself, an assessment is needed. The Translated products are not always good or perfect. Sometimes, there are many mistakes in translating a text. Therefore, the readers need to pay attention to translation product. According to

Roswarni Siregar, there are three aspects in assessing translation quality that is, Naturalness, Readability, and Accuracy.²¹ In this research, it measures the translation from accuracy and naturalness.

a. Naturalness

It is necessary to establish naturalness in the target language (TL) so that readers of the translated version are unaware that they are reading a translation result. According to Nida and Taber, translation entails recreating the closest natural equivalent of the source language in the receptor language, the first in terms of meaning and in term of style.²² So, the translator should make the translation be equivalent and natural in form of meaning and structure (grammar). This is done to ensure that readers of the translated version are unaware that they are reading a translation. They may do it for a kind of translations.²³

Table. 3
The Naturalness of Translation on A Scale.²⁴

No.	Level	Criteria
1.	High Natural	Read naturally and make sense (written in ordinary language, grammar, proper

²¹ Roswani Siregar, “*Translation Quality Assessment of “the 8th Habit: from Effectiveness to Greatness by Stephen R. Covey” into Indonesian,*” (Indonesia: American Research Institute for Policy Development, 2016), Vol. 4, No. 1, p.232.

²² Nida, Eugene A. and Charles R.Taber, *The Theory and Practice of Translation*, (Netherlands: E.J. Brill, Leiden, 1982), p.12.

²³ 9 Safei, Nur Hasanah, Kisman Salija, “*The Naturalness and Accuracy of English Short Story Translation into Indonesian,*” (Indonesia: Universitas Negeri Makassar, 2018), p. 5.

²⁴ N. L. P. V. Dewi , A. Mardjohan, M. H. Santosa, “*The Naturalness of Translation in Translating Short Story Entitled “Drupadi” from Indonesian into English.,*” (Indonesia: Universitas Pendidikan Ganesha Singaraja, 2015), p. 3.

		idioms and words)
2.	Natural	There are some incorrect structures, but the content is correct and proper idioms and phrases are used.
3.	Less Natural	Make meaning using the fewest words, grammar, phrases, and idioms possible.
4.	Unnatural	Unnatural form with inappropriate word, grammatical structure, and Awkward language.

b. Accuracy

The most important aspect in translation is accuracy. It becomes one of the determining elements in translation quality. According to Roswarini Siregar, accuracy refers to determining if the meaning of the source text (ST) and the target text (TL) are similar.²⁵ The result can be said accurate if meet in these criteria. 1. The meanings are accurately transferred; 2. The meaning of words transferred accurately but still needs the improvement; 3. The source texts are inaccurately transferred into target language.

According to Nababan et al, the quality category of accuracy in translation is as follows:²⁶

1. Good: The meaning of words, concepts, phrases, clauses, and sentences is presented accurately, with no meaning distortion.

²⁵ Siregar, "Translation Quality Assessment of *"the 8th Habit: from Effectiveness to Greatness by Stephen R. Covey"* into Indonesian," P.232.

²⁶ Mangatur Nababan, Ardiana Nuraeni & Sumardiono, "Pengembangan Model Penilaian Kualitas Terjemahan" (Universitas Sebelas Maret Surakarta: Jurnal Kajian Linguistik dan Sastra, 2012), Vol.24. No. 1, p.39-57.

2. Fair: Most of the meanings of words, terms, words, phrases, and clauses have been accurately translated. However, there is still a distortion of meaning or missing the meaning, interfering with the message's integrity.
3. Bad: The meaning of words, concepts, phrases, clauses, and sentences is improperly translated or even erased in the target language.

4. Translation Purpose

Three major kinds of purpose in translation are, as follow:

- a. The communicative purpose aimed at by the target text (e.g., to persuading, to informing);
- b. The strategic purpose aimed at using certain translation procedures (e.g., the option of a fluent, free rendering in a public relations exercise);
- c. the general purpose for which the translator is aiming (i.e., whatever motivates the person).²⁷

Such purposes cannot all be equally important and should therefore be prioritized. According to skopos theory, the success or failure of a translation is ultimately determined by whether it can be interpreted successfully by the target audience in a way that is consistent with what

²⁷ Hatim, *Teaching and Researching Translation*, P. 69-80.

is expected of it. Failing this, the translation will lead to what is referred to as ‘protest’.²⁸

B. The Concept of Category Shift

1. Definition of Category Shift

Translation shift is a translation technique that involves replacing the source language elements into the target language without changing the meaning. Transposition (shift) is how it deals with grammatical changes in translation. There are two major types of shifts occur: level shift and category shift. According to Catford of Karina & Padang, a deviation from formal correspondence in translating is a category shift.²⁹ A shift in any of the four categories of class, structure, system, or unit is referred to as a category shift (for example, an adjective phrase ST becomes an adverb phrase in TT).³⁰ The category translations to which we refer are unbounded and rank-bound: first translation is roughly "normal" or "free" when Source Languages-Target Languages matching is established in whichever rank is acceptable. Normally, there is, but not always, sentence equivalence, but equivalences can shift up and down the rank-scale throughout a text, often being established at ranks lower than

²⁸ Lawrence Venuti, "The Translation Studies Reader," *London and New York: Routledge*, 2004, 539, <https://www.taylorfrancis.com/books/9780203501887>.

²⁹ E, D. Karina & N. Padang. Translation Shifts in Bilingual Story Book Barbie "Kumpulan Cerita Putri". *International Journal of Language Learning Applied Linguistics World (IJLLALW)*, 16 No.1, (2017):81-92.

³⁰ Hatim, *Teaching and Researching Translation*, P.18.

the sentence.³¹ We only use the term "rank-bound" translation to refer to special cases in which equivalence is ranks below the sentence are purposefully restricted., resulting in "bad translation," that is, translation in which the TL text is either not a normal target languages form at all, or is unrelated to the source language text's situational substance. Translation equivalences between sentences, clauses, groups, words and (though rarely) morphemes may arise in regular, unbounded, translation.

This is what we refer to as the category shift. In the discussion of translation, the concept of "category shifts" is needed. However, there is no meaning for discussing category shifts unless we assume some formal correspondence between SL and TL. This is indeed the main justification for recognizing formal correspondence from our theory. In translation, a category shift is a departure from the formal correspondence. In this section, we discuss and illustrate category shift in the following order: structure shift, class shift, unit shift (rank-change), and intra-system shift.

2. Types of Category Shift

a. Class Shifts

A class shift happens if a source language item has to be translated into another grammatical class using a target language item. Examples: SL: Mechanical engineering (adjective), TL: Teknik mesin (noun).

³¹ P.S Rica, and Anita, Translation Shifts in Passive Clause in Novel "The Fault in Our Stars", *Journal of Language and Literature*, (2017):2.

b. Structure Shifts

The grammar changes from (SL) or source language to (TL) target-language or MH (modifier+head) to HM (head+modifier) are part of a structural shifts.³² Examples: SL: wooden(M) guitar(H) - TL guitar(H) kayu (M). another example, John loves Mary becomes “Is love at John on Mary” in Gaelic.

c. Unit Shifts

Unit shift happens when there are tight rankings, clauses, groups, words and morphemes between source language (SL) and target language (TL). Example: SL: Her head (phrase) — TL: kepalanya (word).

d. Intra-System Shift

An intra system shift happens when a non-corresponding word in the TL system is chosen during translation, regardless of whether the SL and the TL systems are technically equivalent. Examples: “*an*” SL singular becomes “*a*” TL plural, or SL: *the petals* (plural noun) — TL: *daun bunga* (singular noun). although both number systems are available in both languages.³³

³² M, “Category Shifts in the English Translation of Harry Potter and the Philosopher’s Stone Movie Subtitle into Indonesia (An Applied Linguistics Study),” P.33.

³³ Hatim, *Teaching and Researching Translation*, P.19.

CHAPTER III

RESEARCH METHODOLOGY

A. Types and Characteristics of The Research

The researcher focuses on analyze the dominant types of category shift in students` translation. In this case, the researcher would consider the importance of translation, especially category shift to be explored. The researcher would decide to use qualitative research to analyze the category shift in translation at IAIN Metro.

Qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.³⁴ Qualitative research may be defined to entail study by individuals or groups and understanding human or societal problems. Furthermore, qualitative research is defined as a process that generates data without the use of any other statistical or numerical operations.³⁵ Qualitative research is intended to describe, investigating, and explaining the phenomena. phenomena of understanding can be accomplished by narrative description and exploration. It means, research procedures that produce written or oral descriptive data from participants and observed behavior. It also includes descriptive studies that propose to gather current information, identify problems, make comparisons or evaluations and learn from the experiences of others to make

³⁴ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 2nd ed (Thousand Oaks, Calif: Sage Publications, 2003), P.4.

³⁵ Ali Osman Kocalar and Münür BiLgiLi, "Opinions of Geography Teacher Candidates about Energy Resources: A Critical Phenomenological Approach," RIGEO 10, no. 1 (February 4, 2020): 159.

decisions. In the other words, this research method is more about providing a clear picture of the problem with facts in the field.

In qualitative research, researcher proposed case study as a type of this research. Case study is a research project in which the writer investigates a program, an event, an activity, and one person or more persons in depth.³⁶ The case study therefore focuses on the development of case descriptions and analysis in depth.

A Case study also has some characteristics involved inside. (1) case study is a serious study about the units of a certain social which the result constitutes to the whole description and organizes properly to this units. The scope of research is depending on purpose. It may embrace entire cycles of life or only on the certain segment; this study may concentrate on the specific of special factors or can be including the whole factors and events. (2) if this research is comparing to the survey study, which disposed to examine a little amount of variable in the big sample, whereas case study is preferring to research a small unit but keep involve to the variables and events in the big number.³⁷

Based on the explanation above, the purpose of this study is to analyze the category shift in translation at IAIN Metro Lampung.

³⁶ Creswell, P.15.

³⁷ Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: Raja Grafindo Persada, 2012),

B. Data Sources

The researcher classified the sources into two categories in this study.

There are two types: primary and secondary sources.

1. Primary Sources

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character.³⁸ It means that primary sources are the original materials on which the research is based. In this research, the researcher uses two primary sources, such as document and the EFL students' translation.

The document of the primary source from the test of EFL student translation. This research was conducted at the English Student's Translation Class at IAIN Metro Lampung. The students that took part in the research were in their third semesters in academic year 2021. The sample of this research is 15 students, that consist 4 male and 11 female, with the age range of 20 to 21 years. As following the table:

Table 4.
The EFL Students' Translation Class as The Sample

No.	Name	Male (M) / Female (F)
1.	SAP	M
2.	RMA	F
3.	MJA	F
4.	DRP	F
5.	MD	M
6.	RA	F
7.	RHT	F
8.	MAS	M
9.	HSP	F

³⁸ C. R. Kothari, *Research Methodology: Method and Techniques*, (New Delhi: New Age International (P), Ltd. 2004)

10.	K	M
11.	ZPWK	F
12.	R	F
13.	IKW	F
14.	JAZ	F
15.	NAZ	F

2. Secondary Sources

On the basis of primary sources, secondary sources provide interpretation or analysis. They can discuss a primary source, frequently utilize it to promote or encourage readers to take a specific viewpoint to a certain thesis or argument. In this study the secondary source is from interview, documentation, journals, e-books and articles that are related to research.

C. Data Collection Technique

In addition, qualitative research employs a variety of data-gathering approaches, such as In-depth interviews, participant observation, and document analysis.³⁹ The researcher uses a document to gather the data. The researcher employs three approaches for data collection in this investigation. There are documents and interviews.

1. Documentation

Qualitative researchers may utilize written papers or other objects to get an insight into the phenomena under investigation.⁴⁰ In this study, the researcher will document the students` translation assignment which

³⁹ Donald Ary et al., Introduction to Research in Education, 8th ed (Belmont, CA: Wadsworth, 2010), 32.

⁴⁰*Ibid.*, 432

contains category shift. The numbers of the students are 15 data EFL students` translations of category shift, that will be used at the primary source. Moreover, in order to get secondary sources, the writer will document the history of research setting, the research location, the organization structure, the facilities of the school.

2. Interview

When a researcher asks one subject or more subjects a general, open-ended question, and records their response, this is known as an interview.⁴¹ This implies that participants may best express their experiences via interviewing, without restricting themselves to the researchers' perspective or to prior study results. The interview offers important information if participants cannot be directly observed by the researcher and allows participants to describe specific information. In this case, interview used to get the data about the difficulties of the students in studying translation, especially category shift and used as secondary resources.

D. Data Analysis Technique

Analyzing data is an important component of research investigations since the findings are the research's conclusions. In order to identify the facts or meanings of character, data analysis implies the study of tabular material. It includes the division of already complicated aspects into basic components

⁴¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Delhi: Pearson Education, 2012), 4 th Edition, p.217.

and the components in new interpretation configurations. Generally, qualitative data is in words (descriptions, observations, impressions, recordings, and the like). Researchers need, to explain and understand, to arrange and categorize enormous volumen of data or code them. Text analysis and the construction of descriptions and themes are two elements of data analysis in qualitative research.

The scientist will use the data analysis model Miles and Huberman.⁴²

This pictured shows the components of this analysis model.

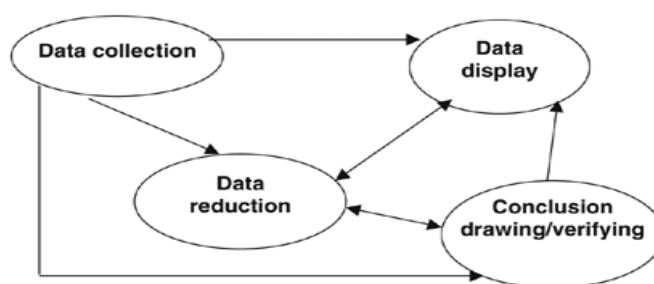


Figure 2. Miles and Huberman Model Analysis Components.

Miles and the Huberman model data analysis takes the following steps:⁴³

1. Data collection is process through which the writer gathers all of the information needed to finish the study.
2. Researchers minimize the data collected through the summary and selection of certain things.
3. Researchers generally utilize graphs, photos or charts to show data. All data must be able to be described by the display.

⁴²Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

⁴³*Ibid*,

4. Lastly, the researcher confirms his results by drawing conclusions from the data.

As a result, it can be stated that data analysis serves a variety of purposes in the analysis of research data, including the following; create meaningful raw data, test null hypotheses, obtain significant results, describe inferences or make generalizations, and calculate parameters.

E. Research Approach

In this research, the writer uses six steps in the process of the research, as follows:⁴⁴

1. Identifying a Research Problem

The researcher starts a survey by selecting the subject of the research, usually an education issue or problem that must be solved. Selecting the case to be investigated, assessed, and beneficial to the reader is the first step in identifying research problems.

2. Reviewing the Literature

Skills are needed to hone literary abilities and compete with the times. The researchers can learn how to look for papers, journals and to obtain books from campus libraries, utilize computing (in the calculation and processing of data). Library resources might be overwhelming therefore it is necessary to have a plan for literature search and review.

⁴⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 7-8.

3. Specifying A Purpose for Research

If the problem of research concerns a large topic, the researcher should concentrate on researching it. Presenting problem statements again focuses on the research objectives. This statement explains the aims and objectives of the study. Therefore, this statement is essential in research.

4. Collecting Data

For this reason, there is evidence used to answer hypotheses and questions in research. To get this answer, the researcher engages the researcher is involved in the step of collecting or collecting data. Managing data can interpret as finding and identifying samples for research studies, and gathering information can be by interviewing respondents.

5. Analyzing and Interpreting Data

The researcher must make sense of the information provided by participants in the study during or soon after data collection. It is an accurate analysis of taking several separate data and then gathering them back together to summarize. In other words, when collecting data, researchers must pay attention to the information provided by each individual.

6. Reporting and Evaluating Research

After doing the research, the researcher wrote a report and disseminated it to a chosen group of people who may benefit from it

(colleague in classroom, such as the teacher and the students).
Meanwhile, researcher can develop or analyze the report data to show to the selected audience. Thus, researchers share it with teachers to help teachers obtain information and evaluate learning.

CHAPTER IV

RESEARCH RESULT

A. Description of Research Setting

1. The Research Setting of IAIN Metro

a. The Brief History of IAIN Metro

State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province. IAIN Metro has vision and missions. Its vision was become an Innovative Islamic College of Education in socio-eco-techno-preneurship synergy based on Islamic values and Indonesian.⁴⁵ IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. Furthermore, based on the handbill of Director General of Bimas Islam 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 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

⁴⁵ Taken from <http://metrouniv.ac.id>, accessed on October 20nd, 2021

Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.⁴⁶

English education program (TBI) is one of strata 1 (S1) majors of FTIK in State Institute for Islamic Studies of Metro (IAIN) which has established in 2007. English education study program (TBI) has a vision in implementing education namely: creating professional students in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission those are: (1) Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture. (2) Building and developing a humanist, democratic, and modern academic atmosphere. (3) Growing the professionalism ethic through theoretical knowledge basic mastery. (4) Providing qualified service of education to produce smart and skillful educator candidates who have a good attitude. (5) Applying an integrated education system which can give a significant input for educational development.

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, namely: lecturer's unit, Computer Laboratory Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field,

⁴⁶ Ibid.

tennis field, auditorium, Students Activities (UKM) room, Students Committee Office.

2. Description of The Result Data

There are 492 category shift sentences translated into Indonesian by using shift techniques. Those sentences are the data of the research. It was found that the form of the category shift in class shift, structure shift, unit shift, and intra-system shift. Description of Research Result refers to the research question:

- a. The Use of Category Shift in English-Indonesian in EFL Students' Translation at IAIN Metro

At the first the researcher did research at students in third semester of the English Department of IAIN Metro from Thursday, November 11th 2021. There are 15 research samples to describe in this research. However, description of data result the researcher uses 5 research sample. The names of all participants were change to initialed. SAP (Male/M), DRP (Female/F), MJA (F), MD (M), and RA (F). as follow:

- 1) The Appropriate Use of Category Shift in Students' Translation at IAIN Metro

In order to know the use of category shift in students' translation from English into Indonesian language. The type category shift in the students document of English department, it was found by students document at English Department of IAIN

Metro. The other texts of narrative with translation and analysis will be in the appendices.

a) Structure Shift

In this research, the researcher found structure shift types in document of *SAP*. The use of category shift in students' translation from English-Indonesian language was explained in the following data:

Data of SAP

SL: *He entered an elementary school.*

TL: *Ia masuk sebuah sekolah dasar.*

In the SL, *elementary school* classified as M-H, in which *elementary* classified as M (Modifier) and *school* classified as H (Head). However, in the TL, *sekolah dasar* classified as H-M, in which *sekolah* as H (Head) and *dasar* as M (Modifier). Thus, there was a shift from M-H (Modifier-Head) to H-M (Head-Modifier) between a SL and the TL or also known as structure shift. However, the second data were taken from MJA:

SL: *In different place.*

TL: *Di tempat berbeda.*

In the SL, *different place* classified as M-H, in which *different* classified as M (Modifier) and *place* classified as H (Head). But in the TL, *tempat berbeda* classified as H-M,

in which *tempat* as H (Head) and *berbeda* as M (Modifier). Thus, there was a shift from M-H (Modifier-Head) to H-M (Head-Modifier) between a SL and the TL or also known as structure shift.

b) Class Shift

The data from students *DRP*, the class shift type is explained in the following data:

Data of DRP

SL: *The thieves were the owner of circus.*

TL: *Pencuri itu adalah pemilik sirkus.*

There is a change of word class in which the word *the* in SL is an ‘article’ or also known as definite article, but when it was translated into TL, the word *itu* is a ‘pronoun’. In other words, definite “article” changes into another class, that is a “pronoun”. Thus, the occurred shift is class shift. Moreover, the class shift type found in the data from *MD*:

SL: *He played whole day with Pinocchio.*

TL: *Dia bermain sepanjang hari dengan Pinokio.*

There is a change of word class in which the word *played* in SL is an ‘noun’, but when it was translated into TL, the word *bermain* is a ‘verb’. In other words, definite “Noun” changes into another class, that is a “verb”.

c) Unit Shift

Unit shift happens when there are tight rankings, clauses, groups, words and morphemes between source language (SL) and target language (TL).

Data from DRP

SL: *He thought it on his mind in his dream.*

TL: *Dia terus memikirkan hal tersebut dalam mimpinya.*

The phrase *his dream* in SL is translated into word *mimpinya* in TL. It means that there was a change of rank from phrase to word. So, the occurred shift is unit shift.

Besides, the unit shift was found from data RA:

SL: *In the middle of the night.*

TL: *Di tengah malam.*

The sentence *in the middle of the night* in SL is translated into phrase *Di tengah malam* in TL. It means that there was a change of rank from sentence to phrase.

d) Intra System-shift

An intra system shift happens when a non-corresponding word in the TL system is chosen during translation, regardless of whether the SL and the TL systems are technically equivalent.

Data MD

SL: *Pinocchio didn't come home for 2 days.*

TL: *Pinokio tidak pulang selama 2 hari.*

The word *days* in SL is translated into *hari* in TL. *days* is classified as plural noun, while *hari* is classified as a singular noun. So, it can be seen that the occurred shift is intra-system shift with the changing of plural noun into singular noun.

In addition, the data from participant RA:

Data RA

SL: *The thieves were the owner of circus.*

TL: *Pencuri itu adalah pemilik sirkus.*

The word *thieves* in SL are translated into *pencuri* in TL. *Thieves* is classified as plural noun, while *pencuri* is classified as a singular noun. So, it can be seen that the occurred shift is intra-system shift with the changing of plural noun into singular noun.

2) The Inappropriate Use of Category Shift in Students' Translation at IAIN Metro

Inappropriate use of category shift in the students' translation was found 4 data inappropriate use. The data was found from 5 sample of the students in the translation class.

Data of SAP

He translated the sentence as follow:

SL: *Pinocchio became a real boy.*

TL: *Pinokio menjadi anak laki-laki sejati.*

The translation above, he uses structure shift type. the participant changes the information contained in the source language text by using the words that have different meaning in the target language.

Furthermore, the next data from RMA:

Data of RMA

She stated that meaning of the sentence as follow:

SL: *Pinocchio became a real boy.*

TL: *Pinokio menjadi anak yang nyata.*

The sentences above are inappropriate use category shift in translation. Because phrase *a real boy* was translated by letter lack that should be translated *anak laki-laki sungguhan*.

The explanation of category shift used in students' translation was describe in the following data:

Table 5.
The Use of Category Shift in English-Indonesian in EFL Students' Translation at IAIN Metro.

No.	The use of Category Shift	Class shift		Structure shift		Unit shift		Intra-system shift	
		F	P	F	P	F	P	F	P
1.	Appropriate	84 uses	99%	21 uses	87,5%	56 uses	100%	11 uses	100%
2.	Inappropriate	1 uses	1%	3 uses	12,5%	-	-	-	-
Total		85	100%	24	100%	56	100%	11	100%
Note: F (frequency), and P (percentage)									

Based on analysis 5 documents, students still had problem in category shift. They had opinion of using category shift that not related to the same substance from the source language. The researcher conducted the interview to 5 students. The result of interview was presented as follow:

The first question “What do you think about translation?”

MJA (F) stated that “the translation is knowledge that absolutely necessary to achieve effective communication between difference culture”. So, he thinks the translation is still hard skill.

The next opinion:

DRP (F) “translation is a good subject to study, because translation can improve their skill to understand English better.”

The second questions “What are the difficulties that you get in translating English-Indonesia texts?”

The student’s participant answers

SAP (M) “the difficult in translating from English into Indonesian is not understanding the meaning of text, ambiguity meaning that occur in translating.”

The other participant stated:

MD (M) "The difficulties when translating especially lack of vocabulary. So that the translator has difficulty in translating."

The third questions "Do you find problems in translating the information using the different types of category shift?"

RA (F) answered "She had the problems in translating category shift."

The same thing for participants:

DRP (F) "she had a difficulties and problem using category shift."

The fourth questions "Why do you have problems in translating using the category shift?"

From the recording in via WhatsApp:

DRP (F) "because it is difficult to find the equivalent meaning of the source language, ambiguity and they are still confused about meaning of the text".

Another correspondent answer"

MJA (F) "because when translating using category shift MJA have a difficult to find the equivalent meaning from SL to TL."

The fifth question “Does the translation result using category shift sometimes not relate to the substance of the source language?”

SAP (M) stated that “sometimes translating using category shift often occurs when there is a change or shift in translation from formal correspondence.”

Another correspondence says:

RA (F) “using category shift sometimes not relate, and there is a change or shift in translating”.

The last question “Are the translation results using category shift sometimes not linguistically equivalent from the source language?”

Answer from the students about the question is:

MD (M) “the result using category shift is not linguistically equivalent from the source language”.

From the interview above, it can be concluded that the student can solve difficulties in translating using category shift.

b. The Dominant Type of Category Shift in English-Indonesian in EFL Students’ Translation at IAIN Metro?

In order to know the dominant types in students’ translation, the researcher did observation. These table below show the result of observation of English-Indonesian Translation:

Table 6.
The Dominant Types of Category Shift in Students' Translation at IAIN Metro

No.	Data	Types of Category Shift				TOTAL
		Class Shift	Structure Shift	Unit Shift	Intra-System Shift	
1.	SAP	16	3	12	2	33
2.	MJA	17	5	10	2	34
3.	DRP	16	5	11	3	35
4.	MD	18	6	11	2	37
5.	RA	18	5	12	2	37
Frequency		85	24	56	11	176
Percentage		48%	14%	32%	6%	

Based on the table above, the type category shift in the students document of English department, it was found by students document at English Department of IAIN Metro. There are 5 documents analysis and the type category shift have fourth categories. It was investigated the total of category shift is 176. It was there are 85 (48%) use of class shift, 24 (14%) use of structure shift, 56 (32%) use of unit shift, and 11 (6%) use of intra-system shift.

B. Discussion

According to Catford of Karina & Padang, a deviation from formal correspondence in translating is a category shift.⁴⁷ A shift in any of the four categories of class, structure, system, or unit is referred to as a category shift (for example, an adjective phrase ST becomes an adverb phrase in TT).⁴⁸

⁴⁷ E, D. Karina & N. Padang. Translation Shifts in Bilingual Story Book Barbie "Kumpulan Cerita Putri". *International Journal of Language Learning Applied Linguistics World (IJLLALW)*, 16 No.1, (2017):81-92.

⁴⁸ Hatim, *Teaching and Researching Translation*, P.18.

In this research, the researcher did observation of English into Indonesian translation at the students in the third semester of English Education Department at IAIN Metro, from the result of the student's translation from English-Indonesian translation. Besides having translated, the text was also analyzed into the shifts of translation.

This research analyzed types in category shift on student documents in English into Indonesian translation of IAIN Metro in academic year 2021/2022. There are four type category shifts in translation, the first unit shift, the second structure shift, the third is class shift and the last intra-system shift.

1. The Use of Category Shift in English-Indonesian in EFL Students' Translation at IAIN Metro

Based on interview the student has a problem in category shift that can be use in translating. From the data analysis result the students use the types of category shift in their translating, in the following order: structure shift, class shift, unit shift and intra-system shift. The use of Category shift is categorized to be the appropriate use and the inappropriate use.

From the research result the use category shift in translation show that many students use class shift in their translation. It was shown by the percentage from the data is 48% from 176 sentences. In addition, appropriate data of class shift is 84 (99%), and inappropriate data is 1 (1%). Herman stated, the students are able to translate the text in the

appropriate class shift by grammatical class using a target language item.⁴⁹ It means that there are the differences of word classes in those two languages that make the translator should do some shifts, specifically class shifts in the process of translation of text in order to make the readers understand about the story itself.

The use of structure shift in the result data is 24 (14%) uses from 176 sentence. In appropriate use of structure shift is 21 (87,5%) and inappropriate use 3 (12,5%). It is show that the student translation had still problem in using structure shift in translating. They are different from each other. In short, it involves a change in grammatical structure between Source Language and Target Language.⁵⁰ Due to the fact that English and Bahasa Indonesia have different grammatical structures in which force the translators do structure shifts in the process of translation to make the source language in translation of student document or text acceptable and readable for the readers.

Moreover, unit shift is the second highest frequency that is 56 (32%). Furthermore, the appropriate use of unit shift is 56 or 100% and inappropriate uses are not found. In English grammar, unit shift by tight ranking: sentence, clauses, groups, words, and morphemes between

⁴⁹ M, Herman. "Category Shifts in the English Translation of Harry Potter and the Philosopher's Stone Movie Subtitle into Indonesia (An Applied Linguistics Study)." *IOSR Journal of Humanities and Social Science* 19, no. 12 (2014): 31–38. <https://doi.org/10.9790/0837-191253138>.

⁵⁰ Ibid, 19

source language and target language.⁵¹ Moreover, Indonesian grammar also has units; they are sentence, clause, phrase, word, and morpheme. In which unit shifts can be from low level to higher level or also known as upward rank shift, while from high level to lower level, is also known as downward rank shift. For instance, like from morpheme to word, word to phrase, and clause to sentence.

Based on the result data intra-system shift is the low frequency that is 11 or 6%. The appropriate use of intra-system shift type is 11 (100%), and inappropriate use is not found. Hatim stated that the students are able to translate the text in the appropriate intra-system shift in each language, the system is one of two terms – singular and plural – and these terms may also be regarded as formally corresponding.⁵² Category shift occurred in student's document book is caused by the differences of English plural noun and Indonesian plural noun formation. Both English and Bahasa Indonesia have a system of number but the numerical system is not basically the same. In English, it can be added by additional "s/es" after a noun to indicates that is plural. However, in Bahasa Indonesia, there is no such addition and the only plural marker is cardinal number.

The research result proved that there are the appropriate and inappropriate of the use of category shift that is described in the following table:

⁵¹ Hatim, B. *Teaching and Researching Translation*. 2nd ed. Applied Linguistics in Action. New York: Pearson Longman, 2012.

⁵² *ibid*

Table 7
The Use of Category Shift in EFL Students' Translation at IAIN Metro.

No.	The use of Category Shift	Class shift		Structure shift		Unit shift		Intra-system shift	
		F	P	F	P	F	P	F	P
1.	Appropriate	84 uses	99 %	21 uses	87,5%	56 uses	100%	11 uses	100%
2.	Inappropriate	1 uses	1%	3 uses	12,5%	-	-	-	-
Total		85	100%	24	100%	56	100%	11	100%
Note: F (frequency), and P (percentage)									

The observation result proved that the use of category shift in students' translation is classified into appropriate and inappropriate use. The appropriate use of class shift was 85 uses (99%), structure shift 21 uses (87,5%), unit shift 56 uses (100%). In addition, the appropriate use of intra-system shift type is 100%, class shift 1 use (1%), structure type is 3 uses (12,5%), inappropriate uses of unit shift type and intra-system shift is not found.

2. The Dominant Types of Category Shift in English-Indonesian in Students' Translation at IAIN Metro

Shift in Baker is considered as the changes which occur or may occur in the process of translating.⁵³ In other words, shift is the changes itself that are produced in the translating process. In translation, change from formal correspondence means change to the category shift. this study only uses the category which consists of four types of category

⁵³ Mona Baker, *In Other Words: A Coursebook on Translation* (London and New York: Routledge, 2018)

shifts are: class shifts, structure shifts, unit shifts, and intra system shifts.⁵⁴

In the student document translation at IAIN Metro. The researcher found many types of category shift use in the document. The information is provided in the following table:

Table 8.
The Percentage the Dominant Types of Category Shift

No.	Types of Category Shift	Frequency	Percentage
1.	Class Shift	85	48%
2.	Structure Shift	24	14%
3.	Unit Shift	56	32%
4.	Intra-system Shift	11	6%
Total		176 uses	100%

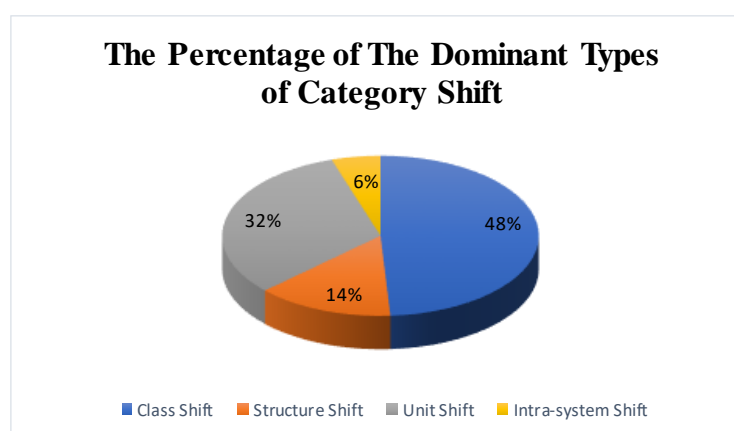


Figure 3: The Percentage of The Dominant Types of Category Shift

Based on the figure above, in this study, it was found that there are 176 uses of category shift, that consist 85 or about 48% class shifts, 24 or 14% structure shift, 56 or 32% unit shift, and intra-system shift

⁵⁴ Anik Sholekhah, "An Analysis of Category-Shifts on The Comic Translation from English into Indonesian in Visual Translation Subject of English Department Tidar University," *Journal of Research on Applied Linguistics, Language, And Language Teaching* 2, no. 1 (June 28, 2019): P.9, <https://doi.org/10.31002/jrlt.v2i1.428>.

occurs in 11 uses or 6%. Therefore, it is it can be seen the most frequently used category shift type in students' translation at IAIN Metro is Class Shift

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research result, as follow:

1. The analysis of the text above also shows that shifts found in the document of students' translation texts were level shift, unit shift, class shift, structure shift and intra-system shift. The observation result proves that the used of category shift in students' translation is classified into appropriate and inappropriate use. The appropriate use of class shift was 85 uses (99%), structure shift 21 uses (87.5%), unit shift 56 uses (100%). In addition, the appropriate uses of intra-system shift type are 100%, class shift 1 use (1%), structure type is 3 uses (12.5%), inappropriate uses of unit shift type and intra-system shift is not found.
2. The total of category shift was used in students' translation 176 uses of category shift, that consist 85 or about 48% class shifts, 24 or 14% structure shift, 56 or 32% unit shift, and 11 or 6% uses of intra-system shift. it can be concluded that class shift occurs in the highest frequency, and the dominant types in the students' translation, there are 85 use or 48%.

B. Suggestion

The researcher provided some suggestions, as follow:

1. For the students

English students who have a little vocabulary have to expand their vocabulary a lot by practicing frequently in translating such as listening to music, watching movies. And in translating students do not only use a dictionary to help translate. Students are required to use procedures in translating to make it easier to understand them.

2. For the lecturer

Shift or transposition as one of the translation techniques should be one of the main concerns of teachers or lecturers of translation. In addition, this research can inspire IAIN Metro English lectures to improve their students' translation skill in English.

3. For the other researcher

The researcher is expected to be one of the references for the other researchers to develop the research in the topic of category shift in translation. It is because category shift is very important in studying the translation technique. In addition, this research can also be the basis for policy making in the form of teaching materials and teaching media for institutions it can make it easier for students to understand, especially in translating.

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APPENDICES

Instrument of Data Collection

Blueprint of Documentation

No.	Aspect
1.	Profile of IAIN Metro
2.	The Building Condition and Institute Facilities in IAIN Metro
3.	The Quantity of Students at IAIN Metro
4.	Organization Structure of IAIN Metro
5.	Location Sketch

Blueprint of Observation

No.	Variable	Aspect	Indicators	References
1.	Translation		The students are able to translate the text by replacing the source language elements into the target language without changing the meaning.	Hatim, B. & J. Munday. <i>Translation: An advance resource book</i> . USA & Canada: Routledge, 2004
2.	Category Shift	The Use of Category Shift	The students are able to translate the text in the appropriate class shift by grammatical class using a target language item.	M, Herman. "Category Shifts in the English Translation of Harry Potter and the Philosopher's Stone Movie Subtitle into Indonesia (An Applied Linguistics Study)." <i>IOSR Journal of Humanities and Social Science</i> 19, no. 12 (2014): 31–38. https://doi.org/10.9790/0837-191253138 .
			The students are able to translate the text in the appropriate structure shift by grammar changes from Source Language to Target Language	
			The students are able to translate the text in the appropriate unit shift	Hatim, B. <i>Teaching and Researching Translation</i> . 2nd

No.	Variable	Aspect	Indicators	References
			by tight ranking: clauses, groups, words, and morphemes between source language and target language.	ed. Applied Linguistics in Action. New York: Pearson Longman, 2012.
			The students are able to translate the text in the appropriate intra-system shift by non-corresponding word in the TL system is chosen during translation, regardless of whether the SL and the TL systems are technically equivalent	

Documentation Sheet

No.	Aspect	Availability
1.	Profile of IAIN Metro	
2.	The Building Condition and Institute Facilities in IAIN Metro	
3.	The Quantity of Students at IAIN Metro	
4.	Organization Structure of IAIN Metro	
5.	Location Sketch	

Blueprint of Interview

Aspect	Sub aspect	References
The Use of Category Shift in Student's Translation at IAIN	Translation using category shift is sometimes not related to the same substance from the source language.	Lawrence Venuti, "The Translation Studies Reader," <i>London and New York: Routledge</i> , 2004, 539, https://www.taylorfrancis.com/books/9780203501887 .
	The translation results using category shift are	

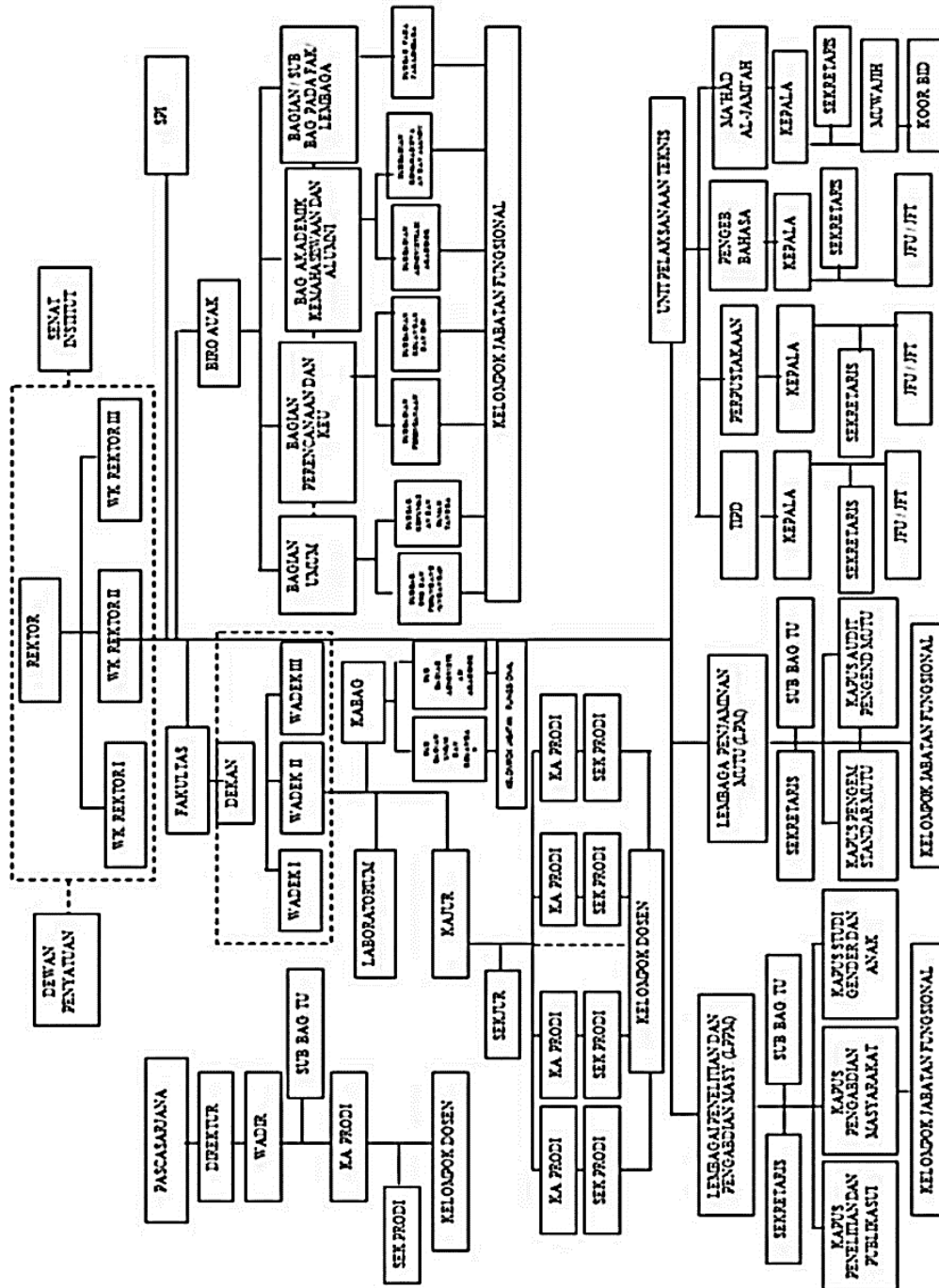
Metro	sometimes not linguistically equivalent from the source language	
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Interview Sheet

The following questions are intended to the students of IAIN Metro to find out how to use category shift in Indonesian-English translation

No.	Question
1	What do you think about translation?
2	What are the difficulties that you get in translating English-Indonesia texts?
3	Do you find problems in translating the information using the different types of category shift?
4	Why do you have problems in translating using the category shift?
5	Does the translation result using category shift sometimes not relate to the substance of the source language?
6	Are the translation results using category shift sometimes not linguistically equivalent from the source language?

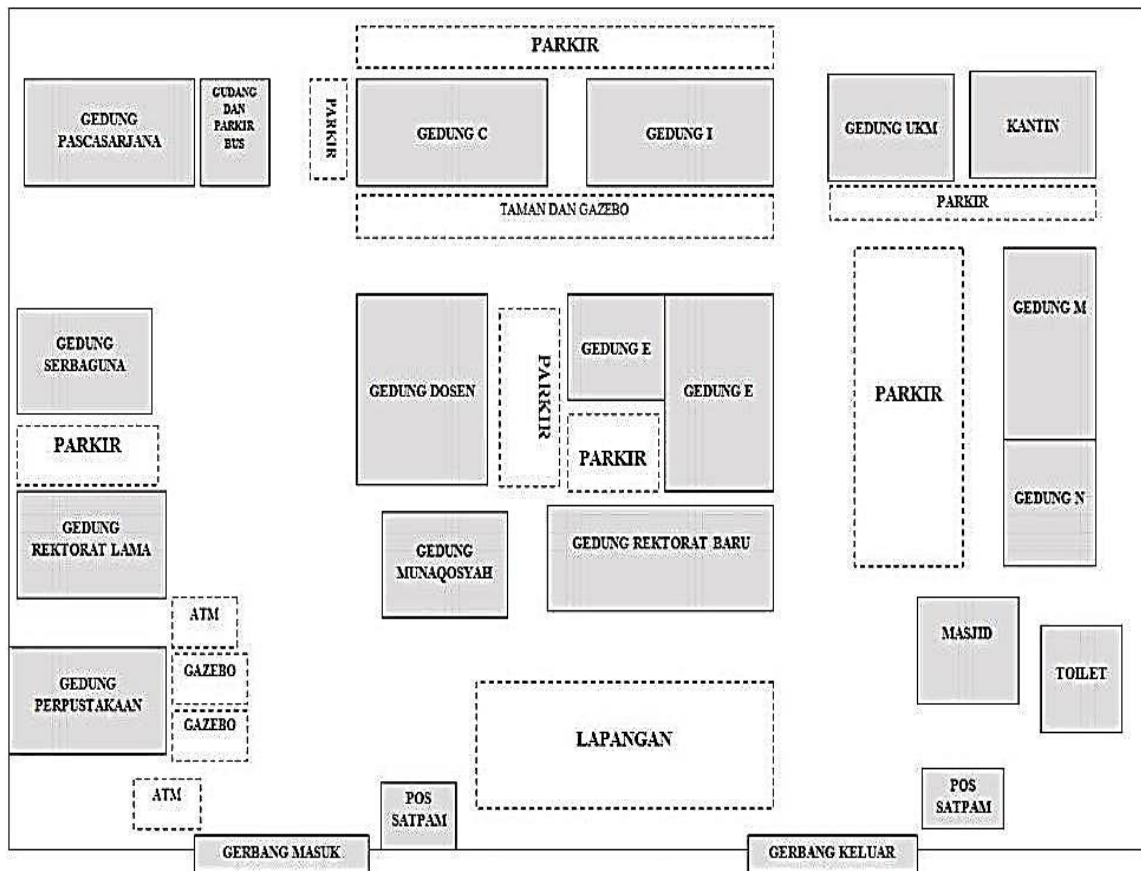
The Organization Structure of IAIN Metro



Facilities in State Institute for Islamic Studies of Metro

No.	Facilities	Total of Room	Large (M)
1	Lecture's Room	1	556
2	Computer Laboratory Unit & BMT	1	1000
3	Library Unit	1	1000
4	Language Laboratory Unit	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basketball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Student's Activities Unit	1	-
16	Students Committee Office	1	-

The Location Sketch of IAIN Metro



Total of the Students Active in State Institute for Islamic Studies of Metro 2021/2022

No	Departments	Program	Students
1.	Tarbiyah Department	TBI (English Education Program)	735
		PAI (Islamic Education Program)	1221
		PBA (Arabic Education Program)	217
		PGMI (Islamic Elementary School Education Program)	547
		TPM (Mathematic Education Program)	254

		TPB (Biology Education Program)	258
		PIAUD (Islamic Childhood Education Program)	219
		TIPS (Social Knowledge Education Program)	253
2.	Economy Business Faculty	SI PBS (SI Syari'ah Banking Program)	4
		D3 PBS (D3 Syari'ah Banking Program)	884
		ESY (Islamic Economy Department)	1229
		AKS (Islamic Accountant)	358
		MHU (Pilgrimage Management)	154
3.	Syari'ah Department	AS (Islamic Law Program)	359
		HESY (Islamic Economy Law Program)	439
		HTNI (Islamic Constitutional Law)	169
4.	Islamic Announcement and Communication Department	KPI (Islamic Communication and Broadcasting Program)	374
		BSA (Language and Arabic Literature Program)	77
		BPI (Islamic Extension Guidance)	133

Observation Sheet

The Use of Category Shift in Student's Translation at IAIN Metro

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
1.	SAP	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He thought it on his mind in his dream.	Dia memikirkannya di benaknya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Keesokan harinya, pinokio ditangkap oleh pencuri	Unit shift	√	
		He was famous because he was a talking puppet.	Dia terkenal karena dia adalah boneka yang bisa berbicara	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		In the next morning	Keesokan paginya	Unit shift	√	
		The^(art) thieves⁽ⁿ⁾ were the owner of circus	Pencuri⁽ⁿ⁾ itu^(pron) adalah pemilik sirkus.	Class Shift	√	
		He named the^(art)	Dia menamai boneka⁽ⁿ⁾	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		puppet⁽ⁿ⁾, Pinocchio	itu^(pron), Pinokio			
		He taught Pinocchio how to walk , how to speak , how to read	Dia mengajari Pinocchio cara berjalan , cara berbicara , cara membaca	Unit Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Unit Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Di tengah malam	Unit Shift	√	
		In the end, they lived happy forever after.	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		Pinocchio became a real^(m) boy^(h)	Pinokio menjadi anak laki-laki sejati	Structure Shift		√
		When he discovered the sea, big^(m) wave^(h) smashed him	Ketika dia menemukan laut, ombak besar menerjangnya	Structure Shift	√	
		there was a carpenter	ada seorang tukang kayu bernama	Unit shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		named Geppetto	Geppetto			
		The thieves were the owner of circus	Pencuri itu adalah pemilik sirkus	Intra system-shift	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		When he discovere d the sea	Ketika dia menemukan laut	Class Shift	√	
		He wanted to make a puppet	Dia ingin membuat boneka	Class Shift	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Class Shift	√	
		Pinocchio became a	Pinokio menjadi anak	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		real boy, human	laki-laki sejati, manusia			
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He was famous because he was a talking puppet	Dia terkenal karena dia adalah boneka yang bisa berbicara	Class Shift	√	
		Pinocchio was alive .	Pinokio masih hidup	Class Shift	√	
		In the next morning, he surprised	Keesokan paginya, dia terkejut	Class Shift	√	
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school .	Ia masuk sebuah sekolah dasar .	Structure shift	√	
2.	RM A	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He thought it on his mind in his dream	Dia memikirkannya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio	Keesokan harinya, pinokio	Unit shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		got caught by thieves	ditangkap oleh pencuri			
		He was famous because he was a talking puppet.	Dia terkenal karena dia boneka yang bisa bicara	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		The ^(art) thieves ⁽ⁿ⁾ were the owner of circus	Para Pencuri ⁽ⁿ⁾ itu ^(pron) adalah pemilik sirkus	Class Shift	√	
		He named the ^(art) puppet ⁽ⁿ⁾ , Pinocchio	Dia menamai boneka ⁽ⁿ⁾ itu ^(pron) , Pinokio	Class Shift	√	
		He taught Pinocchio how to walk , how to speak , how to read	Dia mengajar pinokio bagaimana cara berjalan , cara berbicara , cara membaca	Unit Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the next morning,	Keesokan paginya	Unit shift	√	
		In the middle of the night	Di tengah malam	Unit Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		In the end, they lived happy forever after.	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		Pinocchio became a real boy	pinokio menjadi anak yang nyata	Unit shift		√
		When he discovered the sea, big^m wave^h smashed him	Ketika ia menemukan laut, gelombang besar menghancurkan dia	Structure Shift		√
		there was a carpenter named Geppetto	ada seorang tukang kayu bernama Geppetto	Unit shift	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		When he discovered the sea	Ketika ia menemukan laut	Class Shift	√	
		He wanted to	Dia ingin membuat	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		make a puppet	boneka			
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		Pinocchio became a real boy, human	pinokio menjadi anak yang nyata, manusia	Class Shift	√	
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He was famous because he was a talking puppet	Dia terkenal karena dia boneka yang bisa bicara	Class Shift	√	
		Pinocchio was alive .	Pinokio masih hidup	Class Shift	√	
		In the next morning, he surprised	Keesokan paginya, dia terkejut	Class Shift	√	
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school .	Dia masuk sekolah dasar	Structure shift	√	
		Pinocchio felt bored. So, he went home late	pinokio merasa bosan. Jadi, dia pulang terlambat	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		In different place	Di tempat yang berbeda	Structure Shift	√	
		the next morning	Di pagi hari	Structure Shift	√	
3.	MJA	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat	Class Shift	√	
		He thought it on his mind in his dream	Dia memikirkannya di benaknya dalam mimpinya.	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Keesokan harinya, pinokio ditangkap oleh pencuri	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari	Intra system-shift	√	
		In the next morning	Keesokan paginya	Unit shift	√	
		He was famous because he was a talking puppet.	Dia terkenal karena dia adalah boneka yang bisa berbicara	Unit shift	√	
		The ^(art) thieves ⁽ⁿ⁾ were the owner of circus	Pencuri ⁽ⁿ⁾ itu ^(pron) adalah pemilik sirkus.	Class Shift	√	
			He named	Dia menamai	Class	√

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		the ^(art) puppet ⁽ⁿ⁾ , Pinocchio	boneka ⁽ⁿ⁾ itu ^(pron) , Pinokio	Shift		
		He taught Pinocchio how to walk , how to speak , how to read	Dia mengajari Pinocchio cara berjalan , cara berbicara , cara membaca	Unit Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Di tengah malam	Unit Shift	√	
		In the end, they lived happy forever after .	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		Pinocchio became a real boy	Pinokio menjadi anak laki-laki sejati	Structu re Shift		√
		When he discovered the sea, big wave smashed him	Ketika dia menemukan laut, ombak besar menerjangnya	Structu re Shift	√	
		there was a carpenter named Geppetto	ada seorang tukang kayu bernama Geppetto	Unit shift	√	
		The	Pencuri itu	Intra	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		thieves were the owner of circus	adalah pemilik sirkus	system-shift		
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Tetapi, dia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		When he discovere d the sea	Ketika dia menemukan laut	Class Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Unit Shift	√	
		He wanted to make a puppet	Dia ingin membuat boneka	Class Shift	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Class Shift	√	
		Pinocchio became a	Pinokio menjadi anak	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		real boy, human	laki-laki sejati, manusia			
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He was famous because he was a talking puppet	Dia terkenal karena dia adalah boneka yang bisa berbicara	Class Shift	√	
		Pinocchio was alive .	Pinokio menjadi hidup	Class Shift	√	
		In the next morning, he surprised	Keesokan paginya, dia terkejut	Class Shift	√	
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school .	Ia masuk sebuah sekolah dasar .	Structure shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
		the next morning	Di pagi hari	Structure Shift	√	
4.	DRP	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		Pinocchio became a real^(m)	Pinokio menjadi anak laki-laki	Structure Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		boy ^(h)	sungguhan			
		He thought it on his mind in his dream	Dia terus memikirkan hal tersebut dalam mimpinya.	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Keesokan harinya, pinokio ditangkap oleh pencuri	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		In the next morning	Keesokan paginya	Unit shift	√	
		He was famous because he was a talking puppet.	Dia terkenal karena dia adalah boneka yang bisa berbicara	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		The ^(art) thieves ⁽ⁿ⁾ were the owner of circus	Pencuri ⁽ⁿ⁾ itu ^(pron) adalah pemilik sirkus.	Class Shift	√	
		He named the ^(art) puppet ⁽ⁿ⁾ , Pinocchio	Dia menamai boneka ⁽ⁿ⁾ itu ^(pron) , Pinokio	Class Shift	√	
		He taught Pinocchio	Dia mengajari Pinocchio	Unit Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		how to walk, how to speak, how to read	cara berjalan, cara berbicara, cara membaca			
		When Pinocchio came to home	Ketika Pinokio pulang	Unit Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Di tengah malam	Unit Shift	√	
		big wave smashed him.	ombak besar menerjangnya	Class shift	√	
		In the end, they lived happy forever after.	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		When he discovered the sea, big ^m wave ^h smashed him	Ketika dia menemukan laut, ombak besar menerjangnya	Structure Shift	√	
		there was a carpenter named Geppetto	ada seorang tukang kayu bernama Geppetto	Unit shift	√	
		The thieves were the	Pencuri itu adalah pemilik sirkus	Intra system-shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		owner of circus				
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		When he discovere d the sea	Ketika dia menemukan laut	Class Shift	√	
		He wanted to make a puppet	Dia ingin membuat boneka	Class Shift	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Class Shift	√	
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		He was famous because he was a talking puppet	Dia terkenal karena dia adalah boneka yang bisa berbicara	Class Shift	√	
		Pinocchio was alive .	Pinokio menjadi hidup	Class Shift	√	
		In the next morning, he surprised	Keesokan paginya, dia terkejut	Class Shift	√	
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school .	Ia masuk sebuah sekolah dasar .	Structure shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
		the next morning	Di pagi hari	Structure Shift	√	
5.	MD	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He thought it on his mind in his dream .	Dia memikirkannya di benaknya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio got caught by	Keesokan harinya, pinokio ditangkap oleh pencuri	Unit shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		thieves				
		He was famous because he was a talking puppet.	Dia terkenal karena dia adalah boneka yang bisa berbicara	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		In the next morning	Keesokan paginya	Unit shift	√	
		The ^(art) thieves ⁽ⁿ⁾ were the owner of circus	Pencuri ⁽ⁿ⁾ itu ^(pron) adalah pemilik sirkus.	Class Shift	√	
		He named the ^(art) puppet ⁽ⁿ⁾ , Pinocchio	Dia menamai boneka ⁽ⁿ⁾ itu ^(pron) , Pinokio	Class Shift	√	
		He taught Pinocchio how to walk , how to speak , how to read	Dia mengajari Pinocchio cara berjalan , cara berbicara , cara membaca	Unit Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Unit Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the	Di tengah	Unit	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		middle of the night	malam	Shift		
		big wave smashed him.	ombak besar menerjangnya	Class shift	√	
		In the end, they lived happy forever after.	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		Pinocchio became a real^(m) boy^(h)	Pinokio menjadi anak laki-laki sejati	Structure Shift		√
		When he discovered the sea, big^(m) wave^(h) smashed him	Ketika dia menemukan laut, ombak besar menerjangnya	Structure Shift	√	
		there was a carpenter named Geppetto	ada seorang tukang kayu bernama Geppetto	Unit shift	√	
		The thieves were the owner of circus	Pencuri itu adalah pemilik sirkus	Intra system-shift	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned	Pinokio belajar	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		fast.	dengan cepat			
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		When he discovere d the sea	Ketika dia menemukan laut	Class Shift	√	
		He wanted to make a puppet	Dia ingin membuat boneka	Class Shift	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Class Shift	√	
		Pinocchio became a real boy, human	Pinokio menjadi anak laki-laki sejati, manusia	Class Shift	√	
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He was famous because he was a talking puppet	Dia terkenal karena dia adalah boneka yang bisa berbicara	Class Shift	√	
		Pinocchio was alive .	Pinokio masih hidup	Class Shift	√	
		In the next morning,	Keesokan paginya, dia terkejut	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		he surprised				
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school.	Ia masuk sebuah sekolah dasar.	Structure shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
		the next morning	Di pagi hari	Structure Shift	√	
6.	RA	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He thought it on his mind in his dream.	Dia memikirkannya di benaknya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Keesokan harinya, pinokio ditangkap oleh pencuri	Unit shift	√	
		He was famous because he was a talking puppet.	Dia terkenal karena dia adalah boneka yang bisa berbicara	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		In the next morning	Keesokan paginya	Unit shift	√	
		The ^(art) thieves ⁽ⁿ⁾ were the owner of circus	Pencuri ⁽ⁿ⁾ itu ^(pron) adalah pemilik sirkus.	Class Shift	√	
		He named the ^(art) puppet ⁽ⁿ⁾ , Pinocchio	Dia menamai boneka ⁽ⁿ⁾ itu ^(pron) , Pinokio	Class Shift	√	
		He taught Pinocchio how to walk , how to speak , how to read	Dia mengajari Pinocchio bagaimana cara berjalan , cara berbicara , cara membaca	Unit Shift	√	
		He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He thought it on his mind in his dream .	Dia memikirkannya di benaknya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Keesokan harinya, pinokio ditangkap oleh pencuri	Unit shift	√	
		They got out from its stomach by made a	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		fire				
		In the middle of the night	Di tengah malam	Unit Shift	√	
		big wave smashed him.	gelombang besar menerjangnya	Class shift		√
		In the end, they lived happy forever after.	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		Pinocchio became a real^(m) boy^(h)	Pinokio menjadi anak laki-laki nyata	Structure Shift	√	
		When he discovered the sea, big^(m) wave^(h) smashed him	Ketika dia menemukan laut, gelombang besar menerjangnya	Structure Shift	√	
		there was a carpenter named Geppetto	ada seorang tukang kayu bernama Geppetto	Unit shift	√	
		The thieves were the owner of circus	Pencuri itu adalah pemilik sirkus	Intra system-shift	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa keseريان lagi	Class Shift	√	
		When he discovere d the sea	Ketika ia menemukan laut	Class Shift	√	
		He wanted to make a puppet	Dia ingin membuat boneka	Class Shift	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		Pinocchio became a real boy, human	Pinokio menjadi anak laki-laki sejati, manusia	Class Shift	√	
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He was famous because he was a talking puppet	Dia terkenal karena dia boneka yang bisa bicara	Class Shift	√	
		Pinocchio was alive .	Pinokio hidup	Class Shift	√	
		In the next morning, he	Keesokan paginya, dia terkejut	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		surprised				
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school .	Dia masuk sebuah sekolah dasar .	Structure shift	√	
		Pinocchio felt bored. So, he went home late	pinokio merasa bosan. Jadi, dia pulang terlambat	Class Shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
		the next morning	Di pagi hari	Structure Shift	√	
7.	RHT	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He thought it on his mind in his dream .	Dia memikirkannya di benaknya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Keesokan harinya, pinokio ditangkap oleh pencuri	Unit shift	√	
		He was famous because he was a talking puppet .	Dia terkenal karena dia adalah boneka yang bisa berbicara	Unit shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		In the next morning	Keesokan paginya	Unit shift	√	
		The ^(art) thieves ⁽ⁿ⁾ were the owner of circus	Pencuri ⁽ⁿ⁾ itu ^(pron) adalah pemilik sirkus.	Class Shift	√	
		He named the ^(art) puppet ⁽ⁿ⁾ , Pinocchio	Dia menamai boneka ⁽ⁿ⁾ itu ^(pron) , Pinokio	Class Shift	√	
		He taught Pinocchio how to walk , how to speak , how to read	Dia mengajari Pinocchio cara berjalan , cara berbicara , cara membaca	Unit Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Unit Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Di tengah malam	Unit Shift	√	
		big wave smashed him.	ombak besar menerjangnya	Class shift	√	
		In the end, they	Pada akhirnya,	Unit shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		lived happy forever after.	mereka hidup bahagia selamanya			
		Pinocchio became a real^(m) boy^(h)	Pinokio menjadi anak laki-laki sejati	Structure Shift		√
		When he discovered the sea, big^(m) wave^(h) smashed him	Ketika dia menemukan laut, ombak besar menerjangnya	Structure Shift	√	
		there was a carpenter named Geppetto	ada seorang tukang kayu bernama Geppetto	Unit shift	√	
		The thieves were the owner of circus	Pencuri itu adalah pemilik sirkus	Intra system-shift	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		In different	Di tempat yang	Structure Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		place	berbeda			
		the next morning	Di pagi hari	Structure Shift	√	
8.	MA S	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He thought it on his mind in his dream.	Dia memikirkannya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Keesokan harinya, pinokio ditangkap oleh pencuri	Unit shift	√	
		He was famous because he was a talking puppet.	Dia terkenal karena dia boneka yang bisa bicara	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		In the next morning	Keesokan paginya	Unit shift	√	
		The ^(art) thieves ⁽ⁿ⁾ were the owner of circus	Pencuri ⁽ⁿ⁾ itu ^(pron) adalah pemilik sirkus.	Class Shift	√	
		He named the ^(art) puppet ⁽ⁿ⁾ ,	Dia menamai boneka ⁽ⁿ⁾ itu ^(pron) ,	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		Pinocchio	Pinokio			
		He taught Pinocchio how to walk , how to speak , how to read	Dia mengajari Pinocchio bagaimana cara berjalan , cara berbicara , cara membaca	Unit Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Di tengah malam	Unit Shift	√	
		big wave smashed him.	gelombang besar menerjangnya	Class shift		√
		In the end, they lived happy forever after .	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		Pinocchio became a real^(m) boy^(h)	Pinokio menjadi anak laki-laki nyata	Structu re Shift		√
		When he discovered the sea, big^(m) wave^(h) smashed him	Ketika dia menemukan laut, gelombang besar menerjangnya	Structu re Shift		√
		there was a carpenter named Geppetto	ada seorang tukang kayu bernama Geppetto	Unit shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		The thieves were the owner of circus	Pencuri itu adalah pemilik sirkus	Intra system-shift	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		When he discovere d the sea	Ketika iia menemukan laut	Class Shift	√	
		He wanted to make a puppet	Dia ingin membuat boneka	Class Shift	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Class Shift	√	
		Pinocchio became a real boy, human	Pinokio menjadi anak laki-laki sejati, manusia	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He was famous because he was a talking puppet	Dia terkenal karena dia boneka yang bisa bicara	Class Shift	√	
		Pinocchio was alive .	Pinokio masih hidup	Class Shift	√	
		In the next morning, he surprised	Keesokan paginya, dia terkejut	Class Shift	√	
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school .	Dia masuk sebuah sekolah dasar .	Structure shift	√	
		Pinocchio felt bored. So, he went home late	pinokio merasa bosan. Jadi, dia pulang terlambat	Class Shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
		the next morning	Di pagi hari	Structure Shift	√	
9.	HSP	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		Pinocchio became a	Pinokio menjadi anak	Structure Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		real^(m) boy^(h)	laki-laki sungguhan			
		He named the^(art) puppet⁽ⁿ⁾, Pinocchio	Dia menamai boneka⁽ⁿ⁾ itu^(pron), Pinokio	Class Shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		He named the^(art) puppet⁽ⁿ⁾, Pinocchio	Ia memberi nama boneka⁽ⁿ⁾ itu^(pron), Pinokio	Class Shift	√	
		He taught Pinocchio how to walk, how to speak, how to read	Dia mengajarka pinokio cara untuk berjalan, berbicara, membaca	Unit Shift	√	
		He named the^(art) puppet⁽ⁿ⁾, Pinocchio	Dia menamai boneka⁽ⁿ⁾ itu^(pron), Pinokio	Class Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perut paus menggunakan api	Unit Shift	√	
		In the middle of the night	Pada tengah malam	Unit Shift	√	
		big wave smashed him.	ombak besar menghantamn ya	Class shift	√	
		In the end, they lived	Akhirnya, mereka hidup bahagia	Unit shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		happy forever after.	selamanya			
		When he discovered the sea, big^m wave^h smashed him	Ketika dia menemukan laut, ombak besar menghantamnya	Structure Shift	√	
		there was a carpenter named Geppetto	ada seorang pengrajin kayu bernama Geppetto	Unit shift	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	meskipun, ia merasakan kesepian lagi	Class Shift		√
		However, he felt lonely again	Meskipun, ia merasakan kesepian lagi	Class Shift	√	
		He wanted to make a puppet	Dia akan membuat boneka	Class Shift		√
		Pinocchio became a real boy, human	Pinokio menjadi anak laki-laki sungguhan, menjadi manusia	Class Shift	√	
		He made a puppet all night without	Dia membuat boneka sepanjang malam tanpa	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		resting.	beristirahat.			
		He was famous	Dia terkenal	Class Shift	√	
		Pinocchio was alive .	Pinokio hidup	Class Shift	√	
		In the next morning, he surprised	Pada pagi selanjutnya, dia sangat terkejut	Class Shift	√	
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school .	Ia masuk ke sekolah dasar .	Structure shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
10.	K	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He thought it on his mind in his dream .	Dia memikirkannya di benaknya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Keesokan harinya, pinokio ditangkap oleh pencuri	Unit shift	√	
		He was famous because he was a	Dia terkenal karena dia adalah boneka yang	Unit shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		talking puppet.	bisa berbicara			
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		In the next morning	Keesokan paginya	Unit shift	√	
		The^(art) thieves⁽ⁿ⁾ were the owner of circus	Pencuri⁽ⁿ⁾ itu^(pron) adalah pemilik sirkus.	Class Shift	√	
		He named the^(art) puppet⁽ⁿ⁾, Pinocchio	Dia menamai boneka⁽ⁿ⁾ itu^(pron), Pinokio	Class Shift	√	
		He taught Pinocchio how to walk, how to speak, how to read	Dia mengajari Pinocchio cara berjalan, cara berbicara, cara membaca	Unit Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Unit Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Ditengah malam	Unit Shift	√	
		big wave	ombak besar	Class	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		smashed him.	menerjangnya	shift		
		In the end, they lived happy forever after .	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		Pinocchio became a real^(m) boy^(h)	Pinokio menjadi anak laki-laki sejati	Structure Shift		√
		When he discovered the sea, big^(m) wave^(h) smashed him	Ketika dia menemukan laut, ombak besar menerjangnya	Structure Shift	√	
		there was a carpenter named Geppetto	ada seorang tukang kayu bernama Geppetto	Unit shift	√	
		The thieves were the owner of circus	Pencuri itu adalah pemilik sirkus	Intra system-shift	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Namun, ia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt	Namun, ia merasa	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		lonely again	kesepian lagi			
		When he discovere d the sea	Ketika dia menemukan laut	Class Shift	√	
		He wanted to make a puppet	Dia ingin membuat boneka	Class Shift	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Class Shift	√	
		Pinocchio became a real boy, human	Pinokio menjadi anak laki-laki sejati, manusia	Class Shift	√	
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa beristirahat.	Class Shift	√	
		He was famous because he was a talking puppet	Dia terkenal karena dia adalah boneka yang bisa berbicara	Class Shift	√	
		Pinocchio was alive .	Pinokio masih hidup	Class Shift	√	
		In the next morning, he surprised	Keesokan paginya, dia terkejut	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school .	Ia masuk sebuah sekolah dasar .	Structure shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
		the next morning	Di pagi hari	Structure Shift	√	
11.	ZW PK	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa beristirahat.	Class Shift	√	
		He thought it on his mind in his dream .	Dia memikirkannya di benaknya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Hari berikutnya, pinokio ditangkap oleh pencuri	Unit shift	√	
		He was famous because he was a talking puppet .	Dia terkenal karena dia adalah boneka bicara	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari .	Intra system-shift	√	
		He taught	Dia mengajar	Unit	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		Pinocchio how to walk , how to speak , how to read	Pinocchio bagaimana berjalan , bagaimana berbicara , bagaimana membaca	Shift		
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Ditengah malam	Unit Shift	√	
		big wave smashed him.	gelombang besar menghancurkannya	Class shift		√
		In the end, they lived happy forever after.	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		When he discovered the sea, big^(m) wave^(h) smashed him	Ketika dia menemukan laut, gelombang besar menghancurkannya	Structure Shift	√	
		there was a carpenter named Geppetto	ada tukang kayu bernama Geppetto	Unit shift	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		However, he felt lonely again	Namun, ia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt lonely again	Namun, ia merasa kesepian lagi	Class Shift	√	
		When he discovere d the sea	Ketika dia menemukan laut	Class Shift	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa beristirahat.	Class Shift	√	
		He was famous because he was a talking puppet	Dia terkenal karena dia adalah boneka yang bicara	Class Shift	√	
		Pinocchio was alive .	Pinokio masih hidup	Class Shift	√	
		In the next morning, he surprised	Keesokan paginya, dia terkejut	Class Shift	√	
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		He entered an elementary school.	Ia memasuki sekolah dasar.	Structure shift	√	
		Pinocchio felt bored. So, he went home late	Pinokio merasa bosan. Jadi, dia pulang terlambat	Class Shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
12.	R	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa beristirahat.	Class Shift	√	
		He thought it on his mind in his dream.	Dia memikirkannya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Hari berikutnya, pinokio tertangkap oleh pencuri	Unit shift	√	
		He was famous because he was a talking puppet.	Dia terkenal karena dia adalah boneka yang berbicara	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang kerumah selama 2 hari.	Intra system-shift	√	
		In the	Keesokan	Unit	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		next morning	paginya	shift		
		He named the ^(art) puppet ⁽ⁿ⁾ , Pinocchio	Dia menamai boneka ⁽ⁿ⁾ itu ^(pron) , Pinokio	Class Shift	√	
		He taught Pinocchio how to walk , how to speak , how to read	Dia mengajari Pinokio cara berjalan , cara berbicara , cara membaca	Unit Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Ditengah malam	Unit Shift	√	
		big wave smashed him.	gelombang besar menghancurkan nya	Class shift		√
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Ditengah malam	Unit Shift	√	
		In the end, they lived happy forever	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		after.				
		Pinocchio became a real^(m) boy^(h)	Pinokio menjadi anak sejati	Structure Shift	√	
		When he discovered the sea, big^(m) wave^(h) smashed him	Ketika dia menemukan laut, gelombang besar menghancurkannya	Structure Shift	√	
		there was a carpenter named Geppetto	Ada seorang tukang kayu bernama Geppetto	Unit shift	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Namun, ia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt lonely again	Namun, ia merasa kesepian lagi	Class Shift	√	
		When he discovered the sea	Ketika dia menemukan laut	Class Shift	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		Pinocchio	Pinokio	Class	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		became a real boy, human	menjadi anak sejati, manusia	Shift		
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa beristirahat.	Class Shift	√	
		He was famous because he was a talking puppet	Dia terkenal karena dia adalah boneka yang berbicara	Class Shift	√	
		Pinocchio was alive .	Pinokio masih hidup	Class Shift	√	
		In the next morning, he surprised	Keesokan paginya, dia terkejut	Class Shift	√	
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school .	Dia masuk sekolah dasar .	Structure shift	√	
		Pinocchio felt bored. So, he went home late	Pinokio merasa bosan. Jadi, dia pulang terlambat	Class Shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
		the next morning	Di pagi hari	Structure Shift	√	
13.	IKW	He made a puppet all night without	Dia membuat boneka sepanjang malam tanpa	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		resting	istirahat.			
		He thought it on his mind in his dream.	Dia memikirkannya di benaknya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Hari berikutnya, pinokio ditangkap oleh pencuri	Unit shift	√	
		He was famous because he was a talking puppet.	Dia terkenal karena dia adalah boneka yang bisa berbicara	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		In the next morning	Keesokan paginya	Unit shift	√	
		The ^(art) thieves ⁽ⁿ⁾ were the owner of circus	Pencuri ⁽ⁿ⁾ itu ^(pron) adalah pemilik sirkus.	Class Shift	√	
		He named the ^(art) puppet ⁽ⁿ⁾ , Pinocchio	Dia menamai boneka ⁽ⁿ⁾ itu ^(pron) , Pinokio	Class Shift	√	
		He taught Pinocchio how to	Dia mengajari Pinokio cara berjalan , cara	Unit Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		walk, how to speak, how to read	berbicara, cara membaca			
		When Pinocchio came to home	Ketika Pinokio pulang	Unit Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Ditengah malam	Unit Shift	√	
		big wave smashed him.	ombak besar menerjangnya	Class shift	√	
		In the end, they lived happy forever after.	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		Pinocchio became a real ^(m) boy ^(h)	Pinokio menjadi anak laki-laki sejati	Structu re Shift		√
		When he discovered the sea, big ^(m) wave ^(h) smashed him	Ketika dia menemukan laut, ombak besar menerjangnya	Structu re Shift	√	
		there was a carpenter named Geppetto	Ada seorang tukang kayu bernama Geppetto	Unit shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		The thieves were the owner of circus	Pencuri itu adalah pemilik sirkus	Intra system-shift)	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt lonely again	Namun, ia merasa kesepian lagi	Class Shift	√	
		When he discovere d the sea	Ketika dia menemukan laut	Class Shift	√	
		He wanted to make a puppet	Dia ingin membuat boneka	Class Shift	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Class Shift	√	
		Pinocchio became a real boy, human	Pinokio menjadi anak sejati, manusia	Class Shift	√	
		He made	Dia membuat	Class	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		a puppet all night without resting.	boneka sepanjang malam tanpa beristirahat.	Shift		
		He was famous because he was a talking puppet	Dia terkenal karena dia adalah boneka yang berbicara	Class Shift	√	
		Pinocchio was alive .	Pinokio hidup	Class Shift	√	
		In the next morning, he surprised	Keesokan paginya, dia terkejut	Class Shift	√	
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school .	Dia masuk sebuah sekolah dasar .	Structure shift	√	
		Pinocchio felt bored. So, he went home late	Pinokio merasa bosan. Jadi, dia pulang terlambat	Class Shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
		the next morning	Di pagi hari	Structure Shift	√	
14.	JAZ	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He thought it on his	Dia memikirkannya	Unit Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		mind in his dream.	dibenaknya dalam mimpinya			
		The next day, Pinocchio got caught by thieves	Keesokan harinya, pinokio ditangkap oleh pencuri	Unit shift	√	
		He was famous because he was a talking puppet.	Dia terkenal karena dia adalah boneka yang bisa berbicara	Unit shift	√	
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		In the next morning	Keesokan paginya	Unit shift	√	
		The^(art) thieves⁽ⁿ⁾ were the owner of circus	Pencuri⁽ⁿ⁾ itu^(pron) adalah pemilik sirkus.	Class Shift	√	
		He named the^(art) puppet⁽ⁿ⁾, Pinocchio	Dia menamai boneka⁽ⁿ⁾ itu^(pron), Pinokio	Class Shift	√	
		He taught Pinocchio how to walk, how to speak, how to read	Dia mengajari Pinokio cara berjalan, cara berbicara, cara membaca	Unit Shift	√	
		When Pinocchio	Ketika Pinokio	Unit Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		came to home	pulang			
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Ditengah malam	Unit Shift	√	
		big wave smashed him.	ombak besar menerjangnya	Class shift	√	
		In the end, they lived happy forever after.	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		Pinocchio became a real^(m) boy^(h)	Pinokio menjadi anak laki-laki sejati	Structure Shift		√
		When he discovered the sea, big^(m) wave^(h) smashed him	Ketika dia menemukan laut, ombak besar menerjangnya	Structure Shift	√	
		there was a carpenter named Geppetto	Ada seorang tukang kayu bernama Geppetto	Unit shift	√	
		The thieves were the owner of circus	Pencuri itu adalah pemilik sirkus	Intra system-shift	√	
		He played	Dia bermain sepanjang	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		whole day with Pinocchio	hari dengan Pinokio			
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt lonely again	Namun, ia merasa kesepian lagi	Class Shift	√	
		When he discovere d the sea	Ketika dia menemukan laut	Class Shift	√	
		He wanted to make a puppet	Dia ingin membuat boneka	Class Shift	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		When Pinocchio came to home	Ketika Pinokio pulang	Class Shift	√	
		Pinocchio became a real boy, human	Pinokio menjadi anak sejati, manusia	Class Shift	√	
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa beristirahat.	Class Shift	√	
		He was famous because	Dia terkenal karena dia adalah boneka	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		he was a talking puppet	yang berbicara			
		Pinocchio was alive .	Pinokio masih hidup	Class Shift	√	
		In the next morning, he surprised	Keesokan paginya, dia terkejut	Class Shift	√	
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He entered an elementary school .	Ia masuk sebuah sekolah dasar .	Structure shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
		the next morning	Di pagi hari	Structure Shift	√	
15.	NA Z	He made a puppet all night without resting	Dia membuat boneka sepanjang malam tanpa istirahat.	Class Shift	√	
		He thought it on his mind in his dream .	Dia memikirkannya dalam mimpinya	Unit Shift	√	
		The next day, Pinocchio got caught by thieves	Keesokan harinya, pinokio ditangkap oleh pencuri	Unit shift	√	
		He was famous because	Dia terkenal karena dia adalah	Unit shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		he was a talking puppet.	boneka yang bisa bicara			
		Pinocchio didn't come home for 2 days	Pinokio tidak pulang selama 2 hari.	Intra system-shift	√	
		In the next morning	Keesokan paginya	Unit shift	√	
		The^(art) thieves⁽ⁿ⁾ were the owner of circus	Pencuri⁽ⁿ⁾ itu^(pron) adalah pemilik sirkus.	Class Shift	√	
		He named the^(art) puppet⁽ⁿ⁾, Pinocchio	Dia menamai boneka⁽ⁿ⁾ itu^(pron), Pinokio	Class Shift	√	
		He taught Pinocchio how to walk, how to speak, how to read	Dia mengajari Pinokio bagaimana cara berjalan, cara berbicara, cara membaca	Unit Shift	√	
		They got out from its stomach by made a fire	Mereka keluar dari perutnya dengan membuat api	Unit Shift	√	
		In the middle of the night	Ditengah malam	Unit Shift	√	
		big wave smashed him.	gelombang besar menghancurkan	Class shift		√

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		In the end, they lived happy forever after.	Pada akhirnya, mereka hidup bahagia selamanya	Unit shift	√	
		Pinocchio became a real^(m) boy^(h)	Pinokio menjadi anak yang nyata	Structure Shift		√
		When he discovered the sea, big^(m) wave^(h) smashed him	Ketika ia menemukan laut, gelombang besar menghancurkan	Structure Shift	√	
		there was a carpenter named Geppetto	Ada seorang tukang kayu bernama Geppetto	Unit shift	√	
		The thieves were the owner of circus	Pencuri itu adalah pemilik sirkus	Intra system-shift	√	
		He played whole day with Pinocchio	Dia bermain sepanjang hari dengan Pinokio	Class Shift	√	
		However, he felt lonely again	Namun, dia merasa kesepian lagi	Class Shift	√	
		Pinocchio learned fast.	Pinokio belajar dengan cepat	Class Shift	√	
		However, he felt	Namun, ia merasa	Class Shift	√	

No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		lonely again	kese pian lagi			
		When he discovere d the sea	Ketika ia menemukan laut	Class Shift	√	
		He wanted to make a puppet	Dia ingin membuat boneka	Class Shift)	√	
		He had the same accident like Geppetto	Dia mengalami kecelakaan yang sama seperti Geppetto	Class Shift	√	
		Pinocchio became a real boy, human	Pinokio menjadi anak yang nyata, manusia	Class Shift	√	
		He made a puppet all night without resting.	Dia membuat boneka sepanjang malam tanpa beristirahat.	Class Shift	√	
		He was famous because he was a talking puppet	Dia terkenal karena dia adalah boneka yang berbicara	Class Shift	√	
		Pinocchio was alive .	Pinokio masih hidup	Class Shift	√	
		In the next morning, he surprised	Keesokan paginya, dia terkejut	Class Shift	√	
		Geppetto prayed to the God	Geppetto berdoa kepada Tuhan	Unit Shift	√	
		He	Ia masuk	Structu	√	

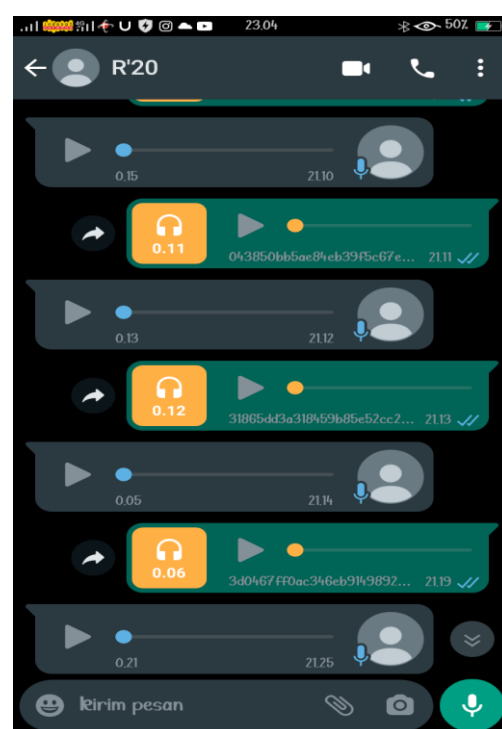
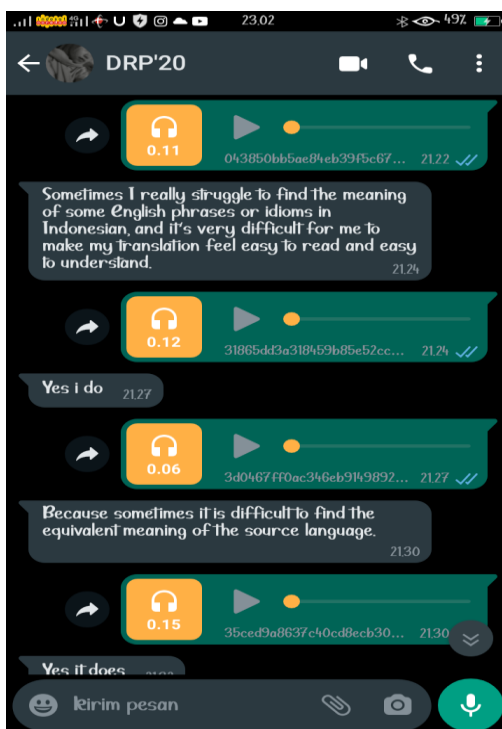
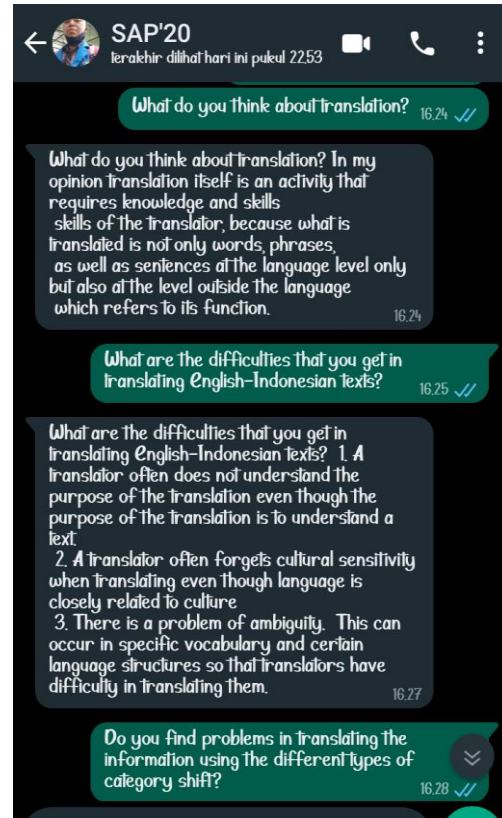
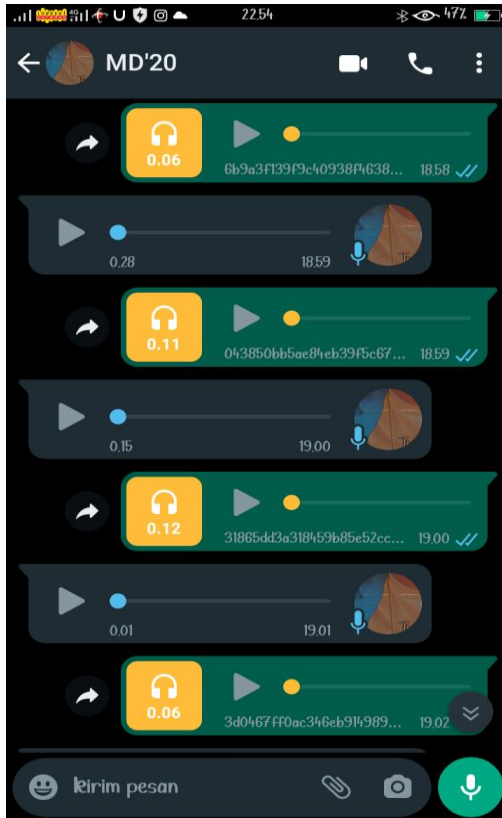
No.	Data	Utterance		Types of Category Shift	Appropriate Use	Inappropriate Use
		SL	TL			
		entered an elementary school.	sekolah dasar.	re shift		
		Pinocchio felt bored. So, he went home late	Pinokio merasa bosan. Jadi, dia pulang terlambat	Class Shift	√	
		In different place	Di tempat yang berbeda	Structure Shift	√	
		the next morning	Di pagi hari	Structure Shift	√	

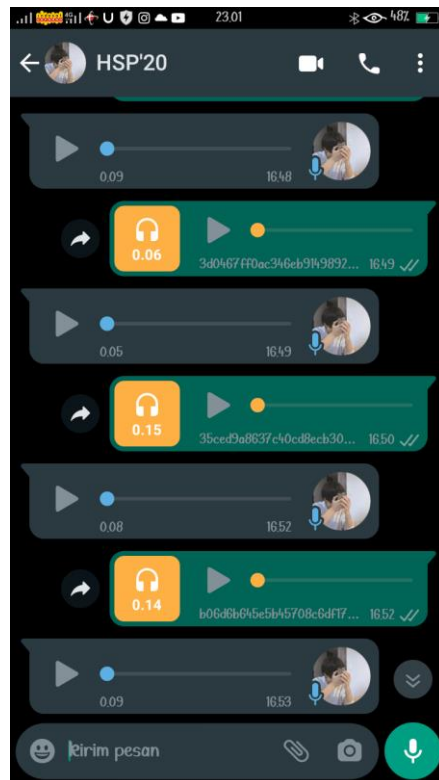
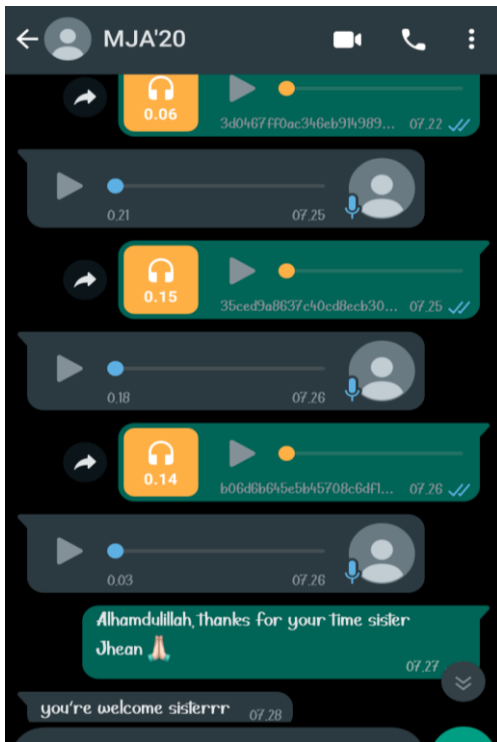
The Dominant Types of Category Shift

No.	Data	Types of Category Shift				TOTAL
		Class shift	Structure shift	Unit shift	Intra-system shift	
1.	SAP	16	3	12	2	33
2.	RMA	16	4	11	1	32
3.	MJA	17	5	10	2	34
4.	DRP	16	5	11	3	35
5.	MD	18	6	11	2	37
6.	RA	18	5	12	2	37
7.	RHT	8	4	10	2	24
8.	MAS	19	5	9	2	35
9.	HSP	14	4	6	1	25
10.	K	17	5	11	2	35
11.	ZWPK	13	3	9	1	26
12.	R	16	5	12	1	34
13.	IKW	18	5	11	2	36
14.	JAZ	17	5	11	2	35
15.	NAZ	17	5	10	2	34
Frequency		240	69	156	27	492
Precentage		49%	14%	32%	5%	

The Documentation of Research

The researcher interviews the students' translation







KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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 Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id; E-mail:
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Putri Siti Barokah

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070042

Semester : IX / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	06/10/2021			<p>@@@ for</p> <p>Muna qosyoh</p> <p>Direksmandari</p> <p>Uluha Mungyeh</p> <p>Semester ini</p>	

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Dosen Pembimbing I,

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Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070042

Semester : IX / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	27/10/2021			Research Instrument A@e	

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IAIN METRO**

Nama : Putri Siti Barokah

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070042

Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	30/06/2021			Chapter One. ✓ Please understand every single word in your undergraduate thesis such as: - inseparable .. - particular - sincerely - faithfully - sufficient:	
	05/07/2021			@@@ for seminar proposal	

Mengetahui,
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IAIN METRO

Nama : Putri Siti Barokah
 NPM : 1701070042


Jurusan : Tadris Bahasa Inggris (TBI)
 Semester : VIII/ 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	Senin, 14 Juni 2021		√	Perbaiki alur penulisan Chapter I pada paragraph 1 & 2	
6.	Selasa, 22 Juni 2021		√	1. Perbaiki penelitian relevan pada Chapter I 2. Perbaiki Chapter III	
7.	Senin, 28 Juni 2021		√	ACC Ke Pembimbing 1	

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 NIDN. 2001088702



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IAIN METRO

Nama : Putri Siti Barokah
 NPM : 1701070042


Jurusan : Tadris Bahasa Inggris (TBI)
 Semester : IX/ 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 22 September 2021		√	Perbaiki variable dan indikatornya	
2.	Rabu, 29 September 2021		√	ACC APD, Ke Pembimbing 1	

Mengetahui,
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Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070042

Semester : IX/ 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 22 November 2021		√	Perbaiki BAB 3 pada bagian data resource, hapus data collection observasi. Perbaiki BAB IV decription data result, ambil 5 sample, perjelas Kembali isinya. Perbaiki discussion dengan memberikan teori yang mendukung isi discussion	
2.	Rabu, 24 November 2021		√	Grammar di perbaiki, discussion jadikan paragraf bukan perpoint.	
3.	Kamis, 25 November 2021		√	ACC BAB I-V, Ke Pembimbing 1	

Mengetahui,
Ketua Jurusan TBI

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8/23/2021

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-3392/In.28.1/J/TL.00/08/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
Ning Setio Wati (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **PUTRI SITI BAROKAH**
NPM : 1701070042
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF CATEGORY SHIFT IN TRANSLATION AMONG ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO

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, 19 Agustus 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



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Nomor : B-1331/In.28.1/J/TL.00/06/2020
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KETUA JURUSAN TBI IAIN METRO LAMPUNG
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

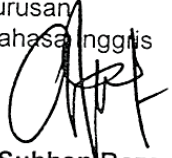
Nama : **PUTRI SITI BAROKAH**
 NPM : 1701070042
 Semester : 6 (Enam)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : **AN ANALYSIS OF CATEGORY SHIFT IN TRANSLATION AMONG ENGLISH EDUCATION STUDENTS AT IAIN METRO**

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

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, 17 Juni 2020
 Ketua Jurusan
 Tadris Bahasa Inggris


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



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS
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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

SURAT KETERANGAN

Nomor : -

Assalamualaikum, Wr. Wb.

Yang bertanda tangan di bawah ini :

Nama : Andianto, M.Pd
NIP : 198711022015031004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa :


Nama : Putri Siti Barokah
NPM : 1701070042
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan Pra-survey dengan judul "*An Analysis of Category Shift in Translation Among English Education Department Students At IAIN Metro*" 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, July 2021
Ketua Jurusan TBI


Andianto, M. Pd
NIP. 198711022015031004

SURAT TUGAS

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

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-4259/In.28/D.1/TL.01/10/2021

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

Nama : **PUTRI SITI BAROKAH**
NPM : 1701070042
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

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

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

Mengetahui
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 29 Oktober 2021

Wakil Dekan Akademik dan
Kelembagaan,



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



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INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-4258/In.28/D.1/TL.00/10/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PRODI TBI IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4259/In.28/D.1/TL.01/10/2021, tanggal 29 Oktober 2021 atas nama saudara:

Nama : **PUTRI SITI BAROKAH**
NPM : 1701070042
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TBI IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CATEGORY SHIFT IN TRANSLATION AMONG ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 29 Oktober 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



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SURAT KETERANGAN

Nomor: B-4597/ln.28.1/J/TL.00/11/2021

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 : Putri Siti Barokah
 NPM : 1701070042
 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 Category Shift In Translation Among English Education Department Students At IAIN Metro"*** 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, 18 November 2021
 Ketua Jurusan TBI



Andianto, M.Pd
 NIP.19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1194/ln.28/S/U.1/OT.01/11/2021**

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

Nama : Putri Siti Barokah
NPM : 1701070042
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070042

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 November 2021
Kepala Perpustakaan

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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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 : Putri Siti Barokah
NPM : 1701070042
Jurusan : Tadris Bahasa Inggris

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 06 Januari 2022
Ketua Jurusan TBI

Andianto, M.Pd

NIP: 1987 1102 201503 1 004

CURICULUM VITAE



The name of writer is Putri Siti Barokah. She was born in Nyukang Harjo, June 28, 1999. She is the fourth child of married couple Mr. Supriyadi and Mrs. Supinah. She was enrolled her study at TK ABA Nyukang Harjo 2004-2005. She continued her study at SD N 1 Nyukang Harjo on 2005-2011. She continued her study at MT's Ma'arif 18 Nyukang Harjo 2011-2014. She continued her study at SMAN 1 Sendang Agung on 2014 and completed in 2017. After graduating of SMAN 1 Sendang Agung, the writer continued her study at Kota Metro. In 2017, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.