

AN UNDERGRADUATE THESIS

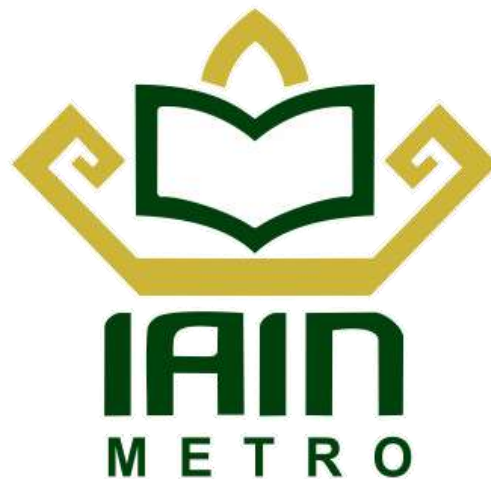
AN ANALYSIS OF ENGLISH-INDONESIAN TRANSLATION

SHIFT IN BROWN'S BOOK

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY ENGLISH

EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H /2023

AN UNDERGRADUATE THESIS
AN ANALYSIS OF ENGLISH-INDONESIAN TRANSLATION
SHIFT IN BROWN'S BOOK

Presented as a partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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

Wassalamu 'alaikum Wr. Wb.

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

Wassalamu'alaikum Wr. Wb.

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RATIFICATION PAGE

No: B-418/11-28-1/D/PP-00-g/07/2023

An Undergraduate thesis entitled: AN ANALYSIS OF ENGLISH-INDONESIA TRANSLATION SHIFT IN BROWN'S BOOK. Written by: DIVIA KHAIRUNITA, Student Number 1801071013, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 27th 2023 at 10.30– 11.30 p.m.

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The Dean of Tarbiyah
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ABSTRACT

AN ANALYSIS OF ENGLISH-INDONESIAN TRANSLATION SHIFT IN BROWN'S BOOK

By:

DIVIA KHAIRUNITA

The purpose of this research is to find out and analyzing the translation shift found on the Brown's book entitled "Principle of Language Learning and teaching" 5th Edition. This research expected to provide a detailed analysis of translation shift example that can be used as a teaching materials for the ELT process. Adapting the qualitative-descriptive method and the source of the language, the main data taken from the book and related journal. Later, the data collected will be summarized and analyzed by the researcher.

The results of this study found the 117 sentences consider as translation shift with each sentences divided into 31 level shift and 87 category shift. The category shift, moreover classified again into 4 category which is 41 sentences as the structure shift, 13 sentences as class shift, 17 sentences as unit/rank shift and the last is intra-system shift that have 15 sentences. As summarized, the most translation shift found in the textbook is the structure shift and the least shift is class shift.

Keyword: Translation, Structure shift, Category Shift, qualitative research

ABSTRAK

ANALISIS PERGESERAN PENERJEMAHAN DARI BAHASA INGGRIS KE BAHASA INDONESIA PADA BUKU BROWN

**Oleh:
DIVIA KHAIRUNITA**

Penelitian bertujuan untuk mengetahui dan menganalisis pergeseran terjemahan yang terdapat pada buku Brown berjudul “Principle of Language Learning and Teaching” Edisi ke-5. Penelitian ini diharapkan dapat memberikan analisis rinci tentang contoh pergeseran terjemahan yang dapat digunakan sebagai bahan ajar untuk proses ELT. Mengadaptasi metode kualitatif-deskriptif dan sumber bahasa, data utama diambil dari buku dan jurnal terkait. Nantinya, data yang terkumpul akan dirangkum dan dianalisis oleh peneliti.

Hasil penelitian ini menemukan 117 kalimat yang dianggap sebagai pergeseran terjemahan dengan masing-masing kalimat terbagi menjadi 31 pergeseran tingkat dan 87 pergeseran kategori. Pergeseran kategori tersebut, selanjutnya diklasifikasikan lagi menjadi 4 kategori yaitu 41 kalimat sebagai pergeseran struktur, 13 kalimat sebagai pergeseran kelas, 17 kalimat sebagai pergeseran unit/pangkat dan yang terakhir adalah pergeseran intra-sistem yang memiliki 15 kalimat. Jadi, dapat disimpulkan bahwa bentuk pergeseran penerjemahan paling banyak di temukan di dalam buku brown adalah pergeseran struktur dan yang paling sedikit adalah pergeseran kelas.

Kata Kunci: Penerjemahan, Structure shift, Category shift, Penelitian Kualitatif

STATEMENT OF RESEARCH ORIGINALITY

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It States that this undergraduate thesis is originally the result of this research, in expectation of certain part which are excerpted from the bibliographies mentioned.

Metro, June 2023

Researcher,



DIVIA KHAIRUNITA

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dari peneliti, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, June 2023

Peneliti,

Divia Khairunita

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MOTTO

Ahead of the light-speed is none other than void and gloom. Yet, for be able to walk slowly under the light also need a great amount of courage as well.

-dive

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. It is presented for my cherished mother Sulastri and respected father Syamsudin who always support me with their relentlessly hard work and pray.
2. For my mischievous but caring older brother, Ibnu Maulana who always give me a direction whenever I need an advice or guidance.
3. Wise and insightful lecturers who always help me whenever I need an assistance and guidance. Your lesson will always be remembered for the rest of my life.
4. And lovely and extra-patience friends Linda, Sinta, Valen, Mifta, Kinanti, Shofiya and Rosma .Who have always been being my side to support me and bear with my nerdy and weird antics.
5. My self, thanks for me for being able stand until the end.
6. And my beloved Almamater of State Institute Islamic Studies of Metro.

ACKNOWLEDGEMENT

In the name of Allah, the most Gracious, the most merciful. May the peace will always be upon Prophet Muhammad SAW. Finally, the researcher accomplishes this undergraduate-thesis entitled “AN ANALYSIS OF ENGLISH-INDONESIAN TRANSLATION SHIFT IN BROWN'S BOOK” Therefore, the researcher would like to express the deepest gratitude to:

1. Prof. Dr.Hj. Siti Nurjanah, M.Ag.,PIA as the Rector of State Institute for Islamic Studies of Metro.
2. The Dean of Tarbuyah Faculty Dr. Zuhairi, M. Pd.
2. Andianto, M.Pd., as the Head of English Education Department
3. Trisna Dinillah Harya, M. Pd., as my sponsor of this research. Thanks for all of your suggestion, recommendation and support for this research from beginning till the end.
4. All of the lectures in Faculty of Tarbiyah and Teacher Training English Education Study Department who had given valuable knowledge.

Finally, it was anticipated that this research would be able to offer important information. The researcher is aware that this undergraduate thesis has a number of flaws. In order for this undergraduate thesis report to ultimately benefit the field of English Education Department and its application in the field, as well as be improved upon, the researcher hopes for criticism and suggestions. And may this research be benefited to the public. Amen.

Metro, June 2023

The researcher,



DIVIA KHAIRUNITA

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CHAPTER I INTRODUCTION

A. Background of the Study

As of late, there is about 7,100 language recognize spreading to the countries around the world. Language is advancing as a dinamic things when people started to communicate and resonating the language among themselves. Learning a language means learn the culture and also the characteristic of the human nature. It makes the language learning became a complex study. Understand the language need a process called translation.

The theory about translation introduce by Jeremy Munday including the translation theory of the nineteenth and early twenty centuries and contemporary translation theory. The theory explained that translation are mean to the larger audience.¹ As for that, a technique, method and the study of translation are made in order to comprehend the translation sytem. One of the that study is the study of translation shift. Translation shift is a study which explain the procedure involving a change in the grammar from the Source Language (SL) to the Target Language (TL).² It is said that a continent happen to have a simmilar grammatical structure as they are near. Meanwhile, the farther they become, the grammatical of the language also change drastically. This triggered of what we called the shift in translation.

¹ Jeremy Munday, *Introducing Translation Studies: Theories and Applications, Second Edition*, 2nd ed. (New York: Routledge, 2008). 29.

² Peter Newmark, *A TEXTBOOK OF TRANSLATION* (Englewood Cliffs: Prentice Hall, 1988). 55.

For example, the grammar in the English is totally different than in Indonesia. The translation need to move the grammar into equivalent word of lexis because in English, the concept of grammar as verb is interpreted as just simple vocabulary in Indonesia. For example:

SL: I **am studying** English.

TL: Saya *belajar* Bahasa Inggris.

(Am + V) is consider as continuous tenses where in English is used as a concept to explain something that happen continuously. We don't have this concept in Indonesia language. So, the translator are just simply translate it into lexical unit or vocabularies.

The art to figure out Translation shift can be very useful to be learn. As stated above that the language is complex, comprehend a second language need a process of discover the nearly-identical mean of the translation object. This also applied to the grammatical pattern. For example, English use the grammar of what we called tenses, this grammar are based on the time and the structure of the sentences build differently based on when the even happen or occur. In the other hand, Indonesian don't have a spesific structure for the time and mostly depend on the syntaxsical and morphology alone. The different between the grammatical structure can be easily understand trough learning translation shift.

Understanding the language through translation shift study is necessary to the language learner student in collage. Especially, the student of English language department. This research can help them understand the study of

translation as well as the changing in the grammatical form that occurred from the process of translating SL to the TL. This will make them a step closer into mastering the translation technique.

Previous research of this study have been conducted several time. Although, the object in the research mainly is the text such a short stories, news and narrative. The research in the movie also happen but although the research have been held for so many time, the use of the literature book haven't been found. As for that, the researcher take this chance to fill in the gaps where the translation shift study will be inquire into.

Douglass Brown's book entitle "Teaching by Principles: an Interactive Approach to language Pedagogy". This book have 410 pages in the English version and 440 in Indonesia version. Both are published by a Pearson in September but the Indonesia version are came 2 years later. This book is called "Prinsip Pembelajaran dan Pengajaran Bahasa" in Indonesia and will be choosen based on its frequent use and this book have became a foundation to mastering language teaching and learning since the beginning. Thus, this research can help further not only to just understanding Translation shift but also will help the student acquire the knowledge about the principle in ELT. The researcher will only use the 26 pages of the book which is just for chapter 1 of this book.

B. Research Question

Research questions as follows, set the limit of this study in just the scope of: “What are the translation shift that found in the chapter 1 of Brown's book entitle of ‘Teaching by Principle?’”

C. Objectives of the Study

The Purpose of this research is analyzing the translation shift that found in the chapter 1 of Brown's book entitle of ‘Teaching by Principle’.

D. Benefits of the Study

1. For the Students

This research can help the student to understand the grammatical change from the English language to Indonesian through understanding the translation shift found in the Brown’s Book. As the result of the research are used in the classrom activity, the expossure of Brown’s book to the student will help them learn the principle of the elt as well.

2. For the Lecturers

Lecturer can use this data research as an teaching material as this research provide the data of many translation shift example for teaching the subject of Englis-Indonesia Translation which is the crucial subject for the English Education Department Student.

3. For the Other Researchers

The researcher hope that this study can be an Inspiration to the other researcher in selecting the object of the reseach so that they are not just choose the object based on the popularity and the preferences alone, but they also have to consider the benefit and the future impact for the sake of the student.

E. Prior Research

Below is a list comprising multiple research studies deemed related to this inquiry: The first investigation was conducted by Deta Darta and Kirana Saputra. The purpose of this study is to employ translation shift to look for variations in dialogue translation in a few of Karyamin's Smile's short stories. This study is a qualitative-descriptive analysis since it aims to categorize the many shifts that are employed in dialogue translation and assess how they compare to the ST. Using a translation assessment methodology established by Khanmohammad and Osanloo in 2009, those selected conversations had been assessed for equivalency. The outcome demonstrates that each form of shift employed more or less influences the dialogue translation's equivalence. Structure shift and unit shift are the two types of shift that are most frequently encountered. These kinds result in some patterns. Passive to active forms, affirmative to interrogative sentences, and affirmative to imperative sentences are examples of patterns in structural change. Word to phrase, phrase to sentence, and word to sentence trends were discovered in unit shift. In conclusion, structure shift can produce more substantial changes than unit shift

because the patterns discovered primarily lead to the shifting goal of dialogues.³

The nita lathifah journal article *An Analysis of Translation Shift in Novel Shine by Jessica Jung and Its Translation*, which examines the translation shift and translation quality of novel shine, is another study that focuses on the translation shift. The goals of this study are to (1) categorize and characterize different level shift types in the book Shine and (2) identify the level shift type with the best translation quality. An indicator of translation quality was utilized in this study, and it includes metrics for readability, acceptability, and accuracy. This study uses both quantitative and qualitative techniques. The information is gathered through documentation and put through comparison analysis. Shine contains 18 instances of level shift, 11 instances of case shift, and 7 instances of aspect shift, according to the researcher. According to the computation, case shift obtained a 99% score for translation quality, consisting of 31 (100%) accuracy ratings, 30 (97%) acceptability scores, and 31 (100%) readability scores. Aspect shift, on the other hand, scored 97% for translation quality, consisting of 19 (90%) accuracy, 21 (100%) acceptance, and 21 (100%) readability marks. The above calculation's outcome indicates that case shift obtained the highest score of translation quality.⁴

³ Kirana Septiani Wanodya Saputra and Deta Maria Sri Darta, "Dialogue Translation Shift Analysis in Karyamin's Smile by Ahmad Tohari," *Language Circle: Journal of Language and Literature* 14, no. 2 (2020): 148.

⁴ Nita Wardatul Latifah Wardatul, Baharuddin, and Udin, "An Analysis of Translation Shift in Novel Shine by Jessica Jung and Its Translation," *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies* 6, no. 2 (2022): 11.

The most recent study of a similar nature is that of Adani Sabrina in the JUSHPEN journal, which focuses on one of the methods, notably Catford's category changes. The Tales of Beedle the Bard by J.K. Rowling, published in 2008, and its Indonesian translation, *Kisah-Kisah Beedle Si Juru Cerita*, released in 2009, are the sources of the information used. This study seeks to identify category alterations in the translation and how they are carried out. The data are selected at random, and the study method is descriptive qualitative. According to the research's findings, there are a total of 131 data points used in the translation, including 33 structure shifts, 32 class shifts, 52 unit shifts, and 14 intra-system shifts.⁵

The common thread running through all of the aforementioned studies is the desire to figure out how translations of diverse objects change over time. The choice of an object that is still connected to the ELT process distinguishes this research from previous ones. It is undoubtedly Douglass Brown's book, "Teaching by Principle," which is novel because no other scholar has before studied this object.

⁵ Adani Nur Sabrina, "CATEGORY SHIFTS ANALYSIS IN THE TRANSLATION OF THE TALES OF BEEDLE THE BARD," *Jurnal Sosial Humaniora Dan Pendidikan* 1, no. 2 (2022): 54.

CHAPTER II

THEORITICAL REVIEW

A. The Definition of Translation

Various professionals communicate using their own definition-related translation research. Translation, in general, is the process of converting the meaning, ideas, and messages of a document from one language to another. During the translation process, factors like the meaning, ideas, or communications' precision, clarity, and naturalness are taken into account. The question of whether or whether the target text's readers will accept the same information as those of the source text is therefore vital. In a few definitions of translation offered by researchers, these factors are clarified.

The replacement of textual material in one language (Source Language/ SL) with equal textual information in another language (Target Language/ TL) is another definition brought up by Catford¹. Additionally, Nida & Taber suggest that translating entails duplicating in the receptor language the message's closest natural equivalence, first in terms of meaning and then in terms of style. Translation, according to both definitions, is not only transferring the language of a specific message or text to another language, but also locating the closest equivalent of meaning and style in the target language.²

¹ J. C. Catford, *A Linguistic Theory of Translation*. (London: Oxford University Press, 1965)

² Eugene A. Nida. & Charles R. Taber. *The Theory and Practice of Translation*. (Leiden: E. J. Brill, 1982)

B. The Equivalence of Translation

Equivalence is one of the crucial elements of translation, as has been previously established. As stated by Catford, the occurrence of translation equivalence occurs when an SL and TL text or object are related to (at least part of) the same features of substance.³ As such, it is easy to broaden the requirement for translation equivalence. According to the assertion, translation equivalence can happen when a source language text or item has some language relations—at least some substantive qualities with the target language. The translation must be tied to some circumstances or situations where the equivalency should be achieved rather than being dependent solely on some meanings.

If the criterion of equivalence in both the source and target languages is related, a challenge that is sometimes encountered in establishing this relation is created by cultural differences between those who speak the language that is being targeted and those who speak the initial source language. The language translation function is fundamental to how we live our daily lives. Unconsciously, it is known to us because we utilize it in activities like watching movies, reading books and newspapers, among others. Because so many works of literature from other countries enter our country, the need for translation of written texts is growing. Translation plays a bigger importance as new literary works from other countries gain popularity. Due to its status as the official language of the world, English is typically spoken the most.

³ J. C. Catford, *A Linguistic Theory of Translation*, 20

C. The Concept of Translation Shift

1. The Definition of Translation Shift

The translation shift is a shift or changes that happened in the process of transforming the message from Source language into Target Language.⁴ Shift on translation is to move or shift based on official correspondence (official correspondence) about the process of moving text by language source (SL) to target language (TL) so that the result the translation is accepted.

A translation shift is deemed to have occurred. Translation shifts are thus ‘departures from formal correspondence in the process of going from the SL to the TL’. There are two kinds of shift: Shift of level and shift of category.⁵

According to Lawrence Venuti, structure shift is one of the most frequent category shifts at all levels in translation; they occur in phonological and translation script as well as in total translation.⁶ Structure shift belongs to the shift category that always appears at all levels in the translation.

2. Characteristics of Translation Shift

The characteristics of structure shift include as the follow:

- a. In translation, structure-shifts can occur at all ranks.

⁴ Kadek Ayu Ekasani, ‘Category Shift in the Translation Verb Phrase in English Cookbook into Indonesian’, *Internasional Journal Of Linguistics, Literature and Translation (IJLLT)* Vol.1, no. 4 (2018): Hal. 74.

⁵ Jeremy Munday, *Introducing Translation Studies* (London and New York: Routledge, 2016), Hal.96.

⁶ Lawrence Venuti, *The Translation Studies Reader* (New York: Routledge, 2000), 143.

- b. The English elements of clause-structure have formal correspondent with the target language.
- c. Structure-shifts can be found at other ranks, for example at group rank. In translation between English and French, for instance, there is often a shift from MH (modifier + head) to (M)HQ (modifier +) head + qualifier), e.g. A white house (MH) = Une maison blanche (MHQ).

3. The Types and Example of Translation Shift

There are two major types of shift according to Catford, category and level shift. This study only uses the category shift which consists of four types; structure shift, class shift, unit shift, and intra-system shift.

a. Level Shift

A shift of level means that a source language item at one linguistic level has a target translation equivalent at a different level. Thus, Catford⁷ also stated that a shift from grammar to lexis and vice-versa is the only possible level- shifts in translation. Here is the example of level shifts:

SL: I **am studying** English.

TL: Saya *belajar* Bahasa Inggris.

b. Category shift

Catford stated that category shifts are the departures from formal correspondence in translation. He divided the category shifts into four

⁷ J. C. Catford, *A Linguistic Theory of Translation*. (London: Oxford University Press, 1965),73

types namely structure-shifts, class shifts, unit-shifts (rank-changes), and intra-system-shifts. There are any several major types of translation shifts.

They are :

1) Structure Shift

In the category grouping shift, shift structure is the most often occurs. In grammar, a shift in the structure can appear at various levels (words, phrases, clauses, or sentences), but still in the same level. For example, a sentence in the source language is translated into a sentence level as well, although the grammatical sentences in the target language is different. Passive to active

ST : **Your message has been sent**

TT : *Kami telah mengirim pesan anda*

2) Class Shift

This word class shift occurs when a class of words in the source language is different from the class of words in the target language.

example: Preposition into conjunctions

ST : After **that**, I walked her home

TT : Setelah *kami berbelanja*, aku mengantarnya pulang.

3) Unit Shift

This shift is similar to the shift in the structure (structure-shifts), but at this level shift, level between the source language and the

target language different. For example, two words in the source language can be a single word in the target language. word to phrase

ST : **Summer**

TT : *Musim panas*

ST : **Crib**

TT : *Tempat tidur bayi.*

She speaks well (well is a word) Dia berbicara dengan baik (dengan baik is phrase).

4) Intra System Shift

This shift occurs in cases involving the internal system in the formation of language translation. Such a shift that occurred in the same grammatical.

ST : The king **married Balqis**

TT : Raja *menikah* dengan Balqis Word ‘merried’ in English is transitive but word ‘married’ in Indonesian is intransitive.⁸

⁸ Fernando De Napoli Marpaung, “Translation Shift of ‘ Jakarta Post ’ Newspaper on Monday , November 17 , 2014 Page 5 , the First Column with the Title ‘ UNHAS Deputy Rector Named as Suspected Drug User ,’” *The SEALL JOURNAL* 2, no. 1 (2021): 35.

D. The Nature of Brown Book

1. Book's Identity

(English Version)

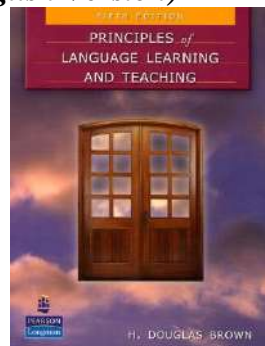


Figure 1. Principle of Language Learning and Teaching Cover

Book's Identity

Series	:Pearson
Author	:H. Douglas Brown
Publisher	:Pearson
Cover	:Softcover
Edition	:5
Language	:English
Total pages	:410
Pub.-date	:September 2006
ISBN13	:9780131991286
ISBN	:0131991280

(Indonesia Version)



Figure 2. *Prinsip Pembelajaran dan Pengajaran Bahasa* Cover

Series	:Pearson
Author	:H. Douglas Brown
Publisher	:Pearson
Cover	:Softcover
Edition	:5
Language	:Indonesia
Total pages	:440
Pub.-date	:September 2008
ISBN	: 9789791079181

2. Book's Summary

Chapter 1 – Language learning and teaching. Brown introduces the book with the idea about the relationship between the nature of language and teaching language, as well as a discussion regarding current trends in linguistics and psychology. He provides the reader with a firm introduction to the field of language teaching and methodology. As it is stated in the last part of this chapter, it becomes evident that Brown is a proponent of CLT

Method. The problem with this chapter is that - like some of the other chapters of the book - there is no Conclusion section - at the end - to sum up the ideas in an ordered way.

Chapter 2 – First language acquisition In this chapter, he surveys theories of FLA. Here, Brown admits that FLA learning can help us to build an understanding of the principles of SLL. In fact, chapter two provides an overview of various theoretical positions in FLL, and a discussion of some key issues in first language acquisition that are particularly significant for an understanding of second language acquisition. The Behavioral approaches and the Nativist Approaches and Challenges to them cover some sections of this chapter. Also, Functional Approaches are introduced here, but without mentioning any challenges to them. In reality, there is no clear result for the reader to grasp a final message of these theories because the second half of this chapter deals with some different psychological terms which could be incorporated in each theory better.

Chapter 3 – Age and acquisition. Using the items presented in chapter 2, the author compares and contrasts between FLA and SLA. Here, he introduces the notion of the Critical Period Hypothesis. It is stated in this part that the recently appears to be some potential advantages to an early age for SLA. The author further deals with some Neurobiological, Cognitive, Affective, as well as Linguistic Considerations which are issues involved in age and acquisition. Fortunately this chapter has a conclusion, although it is

not marked by a separate topic. At the end of the chapter, he presents some current thoughts about aptitude and intelligence.

Chapter 4 – Human learning. In this chapter, Brown focuses on cognitive processes by examining the general nature of human learning. He expresses ideas about different learning theories and some other universal learning principles. Finally, he comes to this understanding that each teacher has to adopt a somewhat intuitive process of discerning the best synthesis of theory for an enlightened analysis of the particular context at hand.

Chapter 5 – Style and strategies. In the fifth chapter of the book, the writer handles the cognitive variations in learning a second language. Here, he tries to deal with those variations in learning styles which are different between individuals and in strategies employed by them to attack particular problems in particular contexts. This chapter - like the previous one - deals with two facets of the cognitive domain of language learning: human learning processes in general, and cognitive variations in learning i.e. styles and strategies. At the end he concludes that teachers need to recognize and understand a multiplicity of cognitive variables active in the second language learning process and to make appropriate judgments about individual learners, meeting them where they are and providing them with the best possible opportunities for learning.

Chapter 6 – Personality factors. Chapter six deals with personality factors, such as: inhibitions, self-esteem, and anxiety. In this chapter and the following one, the affective domain of second language acquisition is

investigated. At last the author keeps the topic of personality factors open for further discussion and asks to treat with more caution with them.

Chapter 7 – Sociocultural factors. The seventh chapter of this book encompasses the intersection of culture and affect, which is another affective aspect of the communicative processes.

Chapter 8 –Communicative competence. Chapter eight touches on the notion of communicative competence which was presented by Del Hymes. According to Brown communicative competence is such an intricate web of psychological-sociological, and linguistic features that it is easy to become entangled in just one part of that web. He adds that recent developments in methodology have demonstrated our steadily improving capacity to teach communication in classroom.

Chapter 9 –Cross linguistic influence and learner language. In this chapter, we see how the era of CA (Contrastive Analysis) gave way to an era of EA (error analysis), with its guiding concept of inter-language, or what is called learner language. Then we face the questions investigated about the effect on acquisition of input, interaction, feedback and error treatment. It is finally understood that the teacher's task is to value learners, prize their attempts to communicate, and then provide optimal feedback for the system to evolve in successive stages until learners are communicating meaningfully and unambiguously in the second language.

Chapter 10 - Second language acquisition. In this final chapter, Brown critically examines a number of current generalizations, hypotheses and

models of SLA and believes that if you want to become an enlightened teacher your hunches need to be firmly grounded in a comprehensive understanding of what SLA is and what you know about optimal conditions for learning a second language.

3. About the Author

Dr. H. Douglas Brown - Professor Emeritus of the MA-TESOL program at San Francisco State University. A past president of TESOL and recipient of the James E. Alatis Award for Distinguished Service, he has authored many books and articles and is a frequent presenter at world conferences.

Before coming to SFSU, Dr. Brown was Professor and Director of the Division of ESL at the University of Illinois in Champaign-Urbana, and previous to that, a faculty member at the University of Michigan, where he also served as Acting Director of the English Language Institute for three years.

Dr. Brown was the 1980-81 President of International TESOL. In 2001, he was the recipient of TESOL's James E. Alatis Award for Distinguished Service. In 2005, he was honored to receive the Distinguished Service Award from SFSU's Office of International Programs.

His numerous professional publications include: *Principles of Language Learning and Teaching* (5th ed.); *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.); *Language*

Assessment: Principles and Classroom Practices (2nd ed.); and Readings on Second Language Acquisition (co-edited with Susan Gonzo). He has co-authored several ESL textbooks: Strategies for Success, Challenges, the ESL basal series Vistas, and Voyages (international). From 1970-1978, Dr. Brown served as Editor of the journal Language Learning.

CHAPTER III

RESEARCH METHODOLOGY

A. The Type and Characteristics of Research

A qualitative research study is an approach for exploring and understanding the meaning individuals, groups ascribe to social, or human problems.¹ It is stated that qualitative research that is aimed to describe, learn, and explain the phenomenon. In this research, the researcher conducted qualitative research in order to know the understanding of the structure shift use in abstract translation.

Moreover, one of the types of qualitative research is case study. The case study is a study of some phenomenon broader than the unit under investigation.² The researcher decides to use qualitative research in the type of cases study to investigate about translation shift in the Brown's book. The type of this qualitative research is a case study has been associated with qualitative methods of analysis. By using this qualitative method, it can make it easier for researcher to get data.

The characteristics of this research focused on the qualitative research. Descriptive qualitative research is useful because it can provide important information regarding the average member of group.³ The researcher conducted

¹ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (California: Sage Publications, 2018), 2.

² John Gerring, *Case Study Research: Principles and practices* (New York: Cambridge University Press, 2006), 85.

³ Geoffrey Marczy, David DeMatteo and David Festinger, *Essential of Research Design and Methodology* (New York: John Wiley and Sons, Inc.2005), 16.

a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. In line with the explanation above, the purpose of this research to analyze the finding of the translation shift in English-Indonesian translation of Douglas Brown's Book.

B. Data Resources

In this research, the researcher divides the sources into two items. They are primary and secondary.

1. Primary Sources

The primary sources present information in its original form neither interpreted nor condensed nor evaluated by others researcher. The main sources of this research are chapter 1 of the Brown's book which is either published in English or Indonesia language.

2. Secondary Sources

Secondary source offers interpretation or analysis based on primary sources. The secondary sources of this research are from the research setting documentation, journals, e-books and articles that are related to the research.

C. Data Collection Technique

The data collection taken from process analyzing data become theory or interpretations. Creswell states that data collection must be done by

understanding the context or setting of the participants through visiting this context and gathering information personally”⁴.

In this data collection process, the researcher used two techniques to collect data, there are observation and documentation.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.⁵ The researcher collected data through information by collecting data first in the form of Brown’s book part, specifically in the chapter 1 of the book that have been release in 2008 as the second edition as well as the Indonesia-Translated book that have been release by the US embassy in Indonesia. Both are the 5th edition of the book, so that the observation can be equally distinguish. The chapter 1 are chosen as this chapter containing the basic approach in ELT as stated in this purpose of the study. The observation result then can give the benefit as this research intend from the begining. The data then later will be noted down to the table and being analyze so that the data finaly later can be display to point out how many and what are the translation shift that have been found in Brown’s Book.

2. Documentation

Qualitative research may use documents or other artifacts to gain an understanding of the phenomenon under study. In this research, the

⁴ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (California: Sage Publications, 2018), 8.

⁵ John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Person Education, 2012), 53.

researcher used documents technique to collect data. Documents can be a valuable source of information in qualitative research. The document form of this research is the book and the picture of the research that will find out the translation shift hapen in Principle of Language Learning and Teaching by H. Douglas Brown.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. The researcher applied Miles and Huberman model to analyze the data.⁶ The components of this analysis model are pictured by this figure.

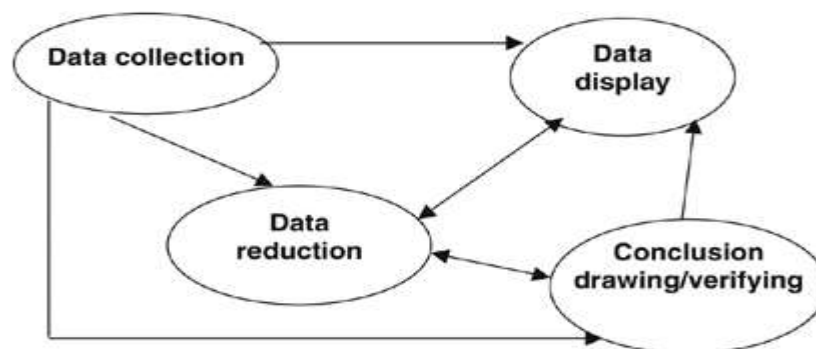


Figure 3. An Analysis Component of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:⁷

1. Data collection is the step when the researcher gathered all data which are used to complete the research. In collection the data, the researcher

⁶ Matthew B. Miles and Huberman, *Data Management and Analysis Methods*, (California: Sage, 1994), 12.

⁷ *Ibid*, 12.

conducted an observations taken the data from the Douglass brown's book either from the English or the Indonesia publisher.

2. The researcher reduced the data got by summarizing and choosing specific things. After the data is collected, the researcher sorted the data by focusing on research objectives related to translation shift.
3. To display the data, the researcher usually used graphics, figures, or charts. The display should be able to describe the content entire the data. In displaying the data. In this research the researcher used table to describe the content entire the data.
4. Lastly, the researcher was verified this research by making conclusion of data findings. After the data is sorted, the words are descriptive and complete it with a table.

Therefore, it is concluded that the analysis of data has some functions in analyzing the research data that include of making the meaning full raw data, to test null hypothesis, getting the significant results, describing inferences or to make generalization, and calculating the parameters.

CHAPTER IV
RESULT AND DISCUSSION OF THE RESEARCH

A. Description of Research Result

Shift	Type of Shift Found					Total
Level	31	-	-	-	-	117
Structure	-	41	-	-	-	
Class	-	-	13	-	-	
Unit/Rank	-	-	-	17		
Intra-system	-	-	-	-	15	
Presentage (%)	26,5	35,05	11,1	14,5	12,82	

Table 1. Summary of Research Result

Translation Shift that have been found in the Brown's Book are in total 117 shift. It is have been arranged per categories as mentioned in the theoretical review pages such as level shift and category shift which is divided again into structure shift, class shift, unit/rank shift, and intra-system shift. The detailed data have been summarized by the researcher into the table and the pie chart as followed:

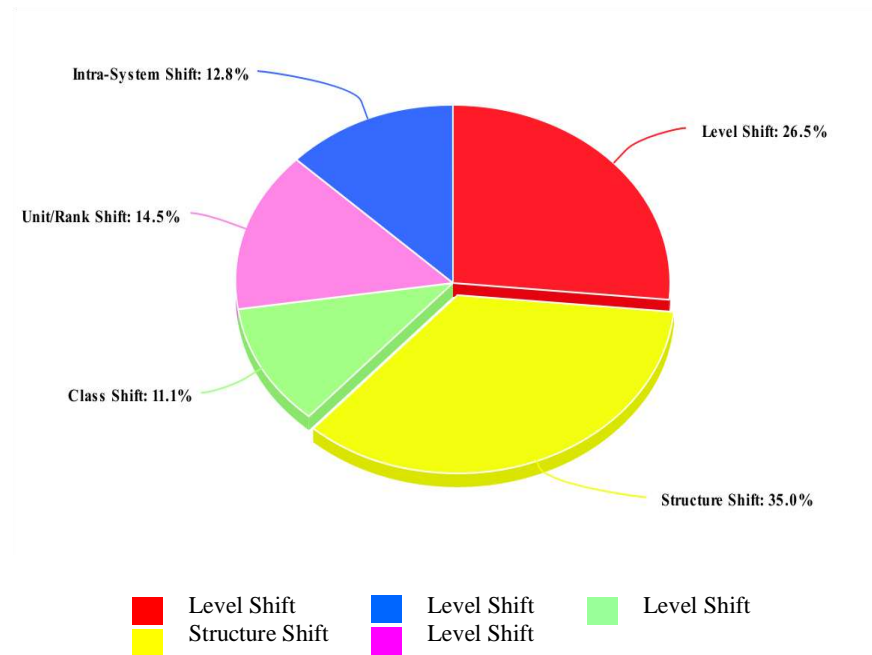


Figure 4. Pie Chart of Research Result

B. Description of Result Discussion

The most common shift found is the structure shift which is 35,05 percent of the total 117 shift make structure shift became the most common shift in the data result, followed by the level shift, unit/rank shift, intra-system shift and the least common shift which is the class shift. The detailed data contained the sentences of all types of shift can be seen as:

a. Level Shift

No.	Source Language	Target Language
1	Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting.	Seluruh diri Anda terpengaruh ketika Anda berjuang melampaui batasan-batasan bahasa pertama dan berusaha menggapai sebuah bahasa baru, budaya baru, dan cara baru dalam berpikir, merasakan, dan bertindak.
2	Many variables are involved in the acquisition process.	Banyak variabel terlibat dalam proses pemerolehan ini.
3	Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit.	Mempelajari Bahasa bukanlah serangkaian langkah mudah yang bisa diprogram dalam sebuah panduan ringkas.
4	So much is at stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of a second language.	Begitu banyak permasalahan yang ada sehingga kursus-kursus bahasa asing sering menjadi medan latihan yang tidak memadai bagi keberhasilan mempelajari bahasa kedua.
5	Where does a teacher begin the quest for an understanding of the principles of language learning and teaching?	Dari mana seorang guru bisa memulai pemahamannya akan prinsip-prinsip pembelajaran dan pengajaran bahasa?
6	Who are the learners that you are teaching?	Siapa saja pembelajar yang Anda ajar?
7	What is their ethnic, Linguistic, and religious heritage?	Apa latar belakang etnis, linguistik, dan keagamaan mereka!
8	What is language?	Apakah bahasa itu?
9	What is communication?	Apakah komunikasi itu?
10	What does it mean when we say someone knows how to use a language?	Apa maksudnya ketika kita mengatakan bahwa seseorang tahu menggunakan sebuah bahasa?

No.	Source Language	Target Language
11	What are the relevant differences (and commonalities) between a learner's first and second language?	Bagaimanakah cara terbaik mendeskripsikan atau mensistematisasi bahasa sasaran (kedua)?
12	These profound questions are of course central to the discipline of linguistics.	Pertanyaan- pertanyaan mendasar ini tentu sangat penting bagi disiplin ilmu linguistik.
13	It is one thing for a teacher to speak and understand a language and yet another matter to attain the technical knowledge required to understand and explain the system of that language-its phonemes, morphemes, words, sentences, and discourse structures.	Bagi seorang guru, bertutur dan memahami sebuah bahasa adalah satu hal , dan hal lainnya adalah bagaimana mencapai pengetahuan teknis yang diperlukan untuk memahami dan menjelaskan sistem bahasa itu-fonem, morfem, kata, kalimat, dan struktur wacananya.
14	If so, in what way does the age of learning make a difference?	Jika demikian, bagaimanakah usia menentukan hasil pembelajaran?
15	If not, what are the ingredients for success?	Kalau tidak, apa resep keberhasilan?
16	In what has come to be called "instructed" SLA, many questions arise.	Dalam apa yang disebut "pendidikan" SLA, banyak pertanyaan mengemuka.
17	Should the learner be exposed to three or five or ten hours a week in the classroom?	Adakah rentang waktu optimal yang dibutuhkan untuk berhasil dalam pemerolehan?
18	And how "active" should a learner be outside of the classroom?	Dan harus seberapa "aktif" seorang pembelajar di luar kelas?
19	Or are they focusing on a "foreign" language context in which the second language is heard and spoken only in an artificial environment, such as the modern language classroom	Atau mereka terpaku pada konteks bahasa "asing" di mana bahasa kedua didengar dan diucapkan hanya dalam lingkungan artifisial, seperti kelas bahasa modern di sebuah

No.	Source Language	Target Language
	in an American university or high school?	universitas atau sekolah menengah Amerika?
20	The above questions have been posed , in very global terms, to give you an inkling of the diversity of issues involved in the quest for understanding the principles of language learning and teaching.	Pertanyaan-pertanyaan di atas dikemukakan , secara umum, untuk memberi Anda gambaran mengenai keanekaragaman isu yang terdapat dalam upaya memahami prinsip-prinsip pembelajaran dan pengajaran bahasa.
21	Answers must almost always be framed in a context that can vary from one learner to another, from one moment to another.	Jawaban-jawaban hampir selalu harus dibingkai dalam konteks yang bisa bervariasi antara satu pembelajar dan pembelajar lainnya, antara satu momen dan momen lainnya.
22	The chapters of this book are designed to give you a picture of both the slipperiness of SLA and the systematic storehouse of reliable knowledge that is now available to us.	Bab-bab dalam buku ini dirancang untuk memberi Anda gambaran tentang dua hal, yakni licinnya SLA dan semakin tersedianya gudang pengetahuan yang sistematis dan terpercaya.
23	Some of the pieces of the language learning puzzle have been located and set in place.	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.
24	Since this book is about language, learning, and teaching, let's see what happens when we try to "define" those three terms.	Karena buku ini membicarakan bahasa, pembelajaran, dan pengajaran, kita lihat saja apa yang terjadi ketika kita berusaha "mendefinisikan" ketiga istilah itu.
25	Historically, pedagogical innovation has been the beneficiary of the theoretical research described in the previous section, as witnessed	Secara historis, inovasi dalam ilmu pendidikan diuntungkan oleh penelitian teoretis; hal itu ditunjukkan oleh pengaruh penelitian terhadap

No.	Source Language	Target Language
	by the influence of such research on trends in language teaching.	kecenderungan-kecenderungan dalam pengajaran bahasa.
26	Mitchell and Vidal suggested that a new metaphor may better depict our journey across time: "that of a major river, constantly flowing, fed by many sources of water-rivers, streams, springs in remote territories, all fed by rain on wide expanses of land"(p. 27).	Mitchell dan Vidal mengusulkan sebuah metafora baru yang barangkali bisa melukiskan dengan lebih baik perjalanan kita melintasi waktu: "metafora tentang sungai besar, yang terus-menerus mengalir, memiliki banyak sumber air-batang air, sungai-sungai kecil, mata air nun jauh di sana, semuanya dipasok oleh hujan di bentangan tanah luas (h. 27).
27	The ALM was a rejection of its classical predecessor, the Grammar Translation Method, by diminishing if not obliterating the need for metacognitive focus on the forms of language.	ALM adalah penolakan terhadap pendahulu klasiknya, Metode Penerjemahan Tata Bahasa, dengan mengurangi kalau bukan menyingkirkan sama sekali minat metakognitif yang terlalu memikirkan bentuk-bentuk bahasa.
28	The language teaching profession has mirrored these theoretical trends with approaches and techniques that have stressed the importance of self-esteem, intrinsic motivation, students cooperatively learning together, of developing individual strategies for constructing meaning, and above all of focusing on the communicative process in language learning.	Profesi pengajaran bahasa memperlihatkan kecenderungan-kecenderungan teoretis ini, dengan berbagai pendekatan dan teknik yang menekankan pentingnya harga diri, motivasi intrinsik, para siswa yang belajar secara kooperatif, pengembangan strategi- strategi perorangan untuk mengonstruksi makna, dan terutama penerapatan fokus pada proses komunikatif dalam pembelajaran bahasa.
28	Innovations will be described in subsequent chapters of this	Sebagian dari inovasi-inovasi metodologis ini akan

No.	Source Language	Target Language
	book, as they pertain to issues and topics being discussed .	dipaparkan dalam bab-bab selanjutnya buku ini, mengingat mereka bersangkutan-paut dengan topik-topik yang dibicarakan .
29	CLT, to be discussed further in Chapter 8, is an eclectic blend of the contributions of previous methods into the best of what a teacher can provide in authentic uses of the second language in the classroom.	CLT, yang akan dibahas lebih jauh dalam Bab 8, adalah pencampuran eklektik dari apa yang disumbangkan oleh metode-metode sebelumnya menjadi hal terbaik yang bisa diberikan oleh seorang guru dalam cara mengajar yang otentik di ruang kelas.
30	No quick and easy method is guaranteed to provide success.	Tidak ada metode jaminan mutu yang bisa dengan cepat dan mudah mendatangkan keberhasilan.
31	The chapters that follow are designed to help you understand relevant concepts and issues in SLA and in so doing to formulate that approach .	Bab-bab sesudah ini dirancang untuk membantu Anda memahami konsep-konsep dan isu-isu relevan dalam SLA dan merumuskan pendekatan semacam itu.

Table 2. Level Shift

The most level shift found in this research is the shift happen when the concept of auxiliary verbs in English became a lexical units in Indonesia. Moreover, the types of the level shift can be see when the Source Language using the form of “to+infinitive” the TL will automaticly translate the word as lexical units. The last types of level shift is not always happen it is when the grammar for passive unit from SL translated as one word which is considered as lexical.

b. Category Shift

1. Structure Shift

No.	Source Language	Target Language
1	Learning second language is a long and complex undertaking work.	Mempelajari bahasa kedua adalah pekerjaan panjang dan kompleks.
2	Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a second language .	Komitmen total, keterlibatan total, respons fisik, intelektual, dan emosional total dibutuhkan demi keberhasilan mengirim dan menerima pesan dalam bahasa kedua .
3	It may appear contradictory, then, that this book is about both learning and teaching.	Tampak kontradiktif, tentunya, bahwa buku ini berbicara tentang pembelajaran dan pengajaran.
4	But some of the contradiction is removed if you look at the teaching process as the facilitation of learning, in which you can teach a foreign language successfully.	Akan tetapi, kontradiksi demikian akan lenyap kalau Anda memandang proses pengajaran sebagai upaya mempermudah pembelajaran.
5	If, among other things, you know something about that intricate web of variables that are spun together to affect how and why one learns or fails to learn a second language.	Anda bisa sukses mengajar bahasa asing jika, antara lain, Anda memahami kompleksitas variabel-variabel yang berpengaruh pada bagaimana dan mengapa orang belajar dan gagal bahasa kedua.
6	These and other questions focus attention on some of the crucial variables affecting both learners' successes in acquiring a foreign language and teachers' capacities to enable learners to achieve that acquisition.	Pertanyaan-pertanyaan semacam ini dipusatkan pada beberapa variabel penting yang mempengaruhi keberhasilan pembelajar dalam menguasai bahasa asing dan kapasitas guru untuk membantu pembelajar dalam

No.	Source Language	Target Language
		mencapai pemerolehan tersebut.
7	No simpler a question is one that probes the nature of the subject matter itself.	Pertanyaan yang tidak lebih sederhana adalah pertanyaan yang dipusatkan pada watak materi yang dibahas.
8	The language teacher needs to understand the system and functioning of the second language and the differences between the first and second language of the learner.	Guru bahasa perlu memahami sistem dan fungsi bahasa kedua dan perbedaan-perbedaan antara bahasa pertama dan bahasa kedua pembelajar.
9	What kinds of strategies are available to a learner , and which ones are optimal?	Strategi-strategi apa saja yang tersedia bagi seorang pembelajar , dan mana yang optimal?
10	What is the optimal inter-relationship of cognitive, affective, and physical domains for successful language learning?	Hubungan timbal balik macam apa dalam wilayah kognitif, afektif, dan fisik yang optimal bagi keberhasilan pembelajaran bahasa?
11	How do the cognitive and emotional developmental changes of childhood and young adulthood affect language acquisition?	Bagaimana perubahan-perubahan dalam perkembangan kognitif dan emosional pada anak-anak dan orang dewasa muda mempengaruhi pemerolehan bahasa?
12	In such "natural environments , do all people learn a language equally successfully ?	Dalam lingkungan "alami" , apakah semua orang akan sama suksesnya dalam mempelajari suatu bahasa ?
13	What are the effects of varying methodological approaches , textbooks, materials, teacher styles, and institutional factors ?	Apa pengaruh pendekatan metodologis , buku teks, materi, cara guru mengajar, dan faktor-faktor kelembagaan ?
14	Are the learners attempting to acquire the second language	Apakah para pembelajar berusaha menguasai bahasa

No.	Source Language	Target Language
	within the cultural and linguistic milieu of the second language, that is, in a "second" language situation in the technical sense of the term?	kedua dalam lingkungan budaya linguistik bahasa tersebut , yaitu dalam sebuah situasi bahasa "kedua" menurut pengertian teknis istilah itu?
15	How might the sociopolitical conditions of a particular country or its language policy affect the outcome of a learner's mastery of the language?	Bagaimana kondisi sosiopolitik suatu negara atau kebijakan bahasanya mempengaruhi hasil pemerolehan pembelajar atas bahasa itu?
16	Finally, the most encompassing of all questions : Why are learners attempting to acquire the second language?	Akhirnya, yang terpenting dari semuanya : Mengapa para pembelajar berusaha menguasai bahasa kedua!
17	Are they motivated by the achievement of a successful career, or by passing a foreign language requirement , or by wishing to identify closely with the culture and people of the target language?	Apakah mereka digerakkan oleh keinginan mencapai karier yang sukses , atau agar memenuhi persyaratan menguasai bahasa asing , atau karena ingin mengidentifikasi diri sedekat mungkin dengan budaya dan bangsa dari bahasa sasaran?
18	Beyond these categories, what other, emotional, personal, or intellectual reasons do learners have for pursuing this gigantic task of learning another language?	Di luar itu semua, apa alasan-alasan lain yang secara emosional, personal, atau intelektual mendasari pembelajar untuk bekerja keras mempelajari bahasa lain?
19	And you can hone the global questions into finer, subtler questions , which in itself is an important task , for often being able to ask the right questions is more valuable	Dan Anda bisa mengkaji pertanyaan-pertanyaan umum itu menjadi pertanyaan-pertanyaan yang lebih tajam dan rinci . Ini saja sudah pekerjaan yang sangat penting , sebab mampu

No.	Source Language	Target Language
	than possessing storehouses of knowledge.	mengajukan pertanyaan yang tepat seringkali lebih berharga daripada mempunyai ilmu segudang.
20	The wonderful intricacy of complex facets of human behaviour will be very much with us for some time. Roger Brown's (1966, p. 326) wry remark of over four decades ago still applies.	Keruwetan luar biasa pada aspek-aspek kompleks perilaku manusia akan sangat mengusik kita untuk beberapa waktu. Pandangan ironis Roger Brown (1966, h. 326) lebih dari empat dasawarsa silam masih berlaku.
21	We yearn to see the model succeed.	Kita sangat berharap model itu berhasil.
22	When, at the last minute , the phenomenon proves too much for the model and darts off on some uncapturable tangent , there is something in us that rejoices at the defeat.	Tetapi ketika, pada menit menit terakhir , fenomena tersebut terbukti terlalu besar bagi model itu dan melesat tak tertangani , ada sesuatu dalam diri kita yang bersukacita dengan kekalahan itu.
23	We can rejoice in our defeats because we know that it is the very elusiveness of the phenomenon of SLA that makes the quest for answers so exciting.	Kita bisa bersukacita dalam kekalahan karena kita tahu bahwa fenomena SLA yang amat sulit dipahami itulah yang membuat upaya mencari jawaban menjadi menyenangkan.
24	By the end of the final chapter, however , you will no doubt surprise yourself on how many pieces of this giant puzzle you can actually put together!	Namun, pada penghujung-bab terakhir , Anda pasti akan tercengang sendiri mendapati betapa banyak kepingan teka-teki raksasa yang bisa Anda satukan!
25	Thomas Kuhn (1970) referred to " normal science " as a process of puzzle solving in which part of the task of the	Thomas Kuhn (1970) menyebut " sains normal " sebagai sebuah proses menyusun puzzle di mana tugas ilmuwan, dalam hal

No.	Source Language	Target Language
	scientist, in this case the teacher, is to discover the pieces and then to fit the pieces together.	ini guru, adalah menemukan kepingan- kepingan dan mencocokkan semuanya.
26	We can then undertake the task of fitting the pieces together into a paradigm an interlocking design , a theory of second language acquisition.	Lalu kita bisa melakukan pekerjaan mencocokkan kepingan- kepingan itu dan menyatukannya menjadi sebuah paradigma-sebuah desain yang saling bertautan , sebuah teori tentang pemerolehan bahasa kedua.
27	Perhaps beginning with Fran~ois Gouin's (1880) Series Method, foreign language teaching underwent some revolutionary trends , all of which in one way or another came under the scrutiny of scientific (or observational) research.	Barangkali bermula dengan Metode Serial François Gouin (1880), pengajaran bahasa asing mengalami beberapa kecenderungan revolusioner , yang semuanya menjadi bahan kajian bagi penelitian ilmiah (atau observasional).
28	As schools of thought have come and gone, so have language teaching trends waxed and waned in popularity.	Seperti mazahab-mazhab pemikiran yang datang dan pergi, kecenderungan kecenderungan pengajaran bahasa pun timbul dan tenggelam popularitasnya.
29	Perhaps beginning with Fran~ois Gouin's (1880) Series Method, foreign language teaching underwent some revolutionary trends , all of which in one way or another came under the scrutiny of scientific (or observational) research.	Barangkali bermula dengan Metode Serial François Gouin (1880), pengajaran bahasa asing mengalami beberapa kecenderungan revolusioner , yang semuanya menjadi bahan kajian bagi penelitian ilmiah (atau observasional).
30	At the same time, language classrooms and their innovative teachers and	Pada saat yang sama, kelas-kelas bahasa dengan guru dan siswanya yang inovatif

No.	Source Language	Target Language
	<p>students have been laboratories of research that have, in turn, informed theoretical stances as they have changed over time.</p>	<p>laboratorium penelitian yang, pada gilirannya, menopang terbentuknya pandangan-pandangan teoretis ketika mereka mengalami perubahan seiring waktu.</p>
31	<p>One of the best examples of both the cyclical and fluvial nature of methods is seen in the revolutionary Audiolingual Method (ALM) of the late 1940s and 1950s.</p>	<p>Salah satu contoh terbaik tentang sifat siklis dan mengalir dari berbagai metode tersebut tampak dalam Metode Audiolingual atau ALM (Audiolingual Method) yang revolusioner pada akhir 1940-an dan 1950-an.</p>
32	<p>One of the best examples of both the cyclical and fluvial nature of methods is seen in the revolutionary Audiolingual Method (ALM) of the late 1940s and 1950s. The ALM, with its overemphasis on oral production drills, borrowed tenets from its predecessor by almost half a century, the Direct Method, but had essentially sprung from behavioral theories of learning of the time.</p>	<p>Metode ini, dengan penekanannya yang berlebihan pada latihan lisan, meminjam prinsip-prinsip dari Metode Langsung (Direct Method) yang muncul hampir setengah abad sebelumnya, tetapi pada dasarnya ia tumbuh dari teori-teori behavioristik pada masa itu.</p>
33	<p>Within a short time, however, with the increasing popularity of cognitive psychology, ALM critics were advocating more attention to rules and to the "cognitive code" of language, which, to some, smacked, of a return to Grammar Translation! Shifting sands</p>	<p>Namun, dalam waktu singkat, dengan meningkatnya popularitas psikologi kognitif, para pengkritik ALM mencurahkan lebih banyak perhatian kepada kaidah dan "kode kognitif" bahasa, yang, bagi sebagian kalangan, merupakan ajakan untuk kembali ke Penerjemahan</p>

No.	Source Language	Target Language
	indeed, and the ebb and flow of paradigm.	Tata Bahasa! Pasir bergeser memang, dan berbagai paradigma mengalami pasang surut.
34	Since the early 1970s, the symbiotic relationship of theoretical disciplines and teaching methodology has been continued to manifest itself.	Sejak awal 1970-an, disiplin-disiplin teoretis dan metodologi pengajaran terus mewujudkan hubungan simbiotis mereka.
35	The field of psychology, as noted above in outlining tenets of constructivism, has witnessed a growing interest in interpersonal relationships , the value of group work, and the use of numerous cooperative strategies for attaining desired goals.	Di bidang psikologi, seperti yang tampak dalam garis besar ajaran-ajaran konstruktivisme, kita menyaksikan tumbuhnya minat pada hubungan-hubungan antarpersonal, nilai kelompok kerja, dan pemanfaatan banyak sekali strategi kooperatif untuk mencapai tujuan-tujuan yang diinginkan.
36	Today, many of the pedagogical springs and rivers of the last few decades are appropriately captured in the term Communicative Language Teaching (CLD, now a catchphrase for language teachers.	banyak mata air dan sungai pedagogis dari kurun beberapa dasawarsa terakhir yang tercakupi dengan pas dalam pengertian Pengajaran Bahasa Komunikatif atau CLT (Communicative Language Teaching) , yang kini populer bagi para guru bahasa.
37	As Bell (2003), Brown (200D), Kumaravadivelu (2001), and others have appropriately shown, pedagogical trends in language teaching now spur us to develop a principled basis-sometimes called an	Sebagaimana dikemukakan dengan tepat oleh Bell (2003), Brown (2001), Kumaravadivelu (2001), dan lain-lain, kecenderungan pedagogis dalam pengajaran bahasa kini mendesak kita untuk

No.	Source Language	Target Language
	approach (Richards & Rodgers, 2001)- upon which teachers can choose particular designs and techniques for teaching a foreign language in a specific context.	mengembangkan sebuah basis prinsip-kadang disebut pendekatan (Richards & Rodgers, 2001)- di mana guru bisa memilih desain dan teknik tertentu untuk mengajarkan bahasa asing dalam konteks spesifik.
38	Every learner-teacher relationship is unique and every context is unique.	Setiap hubungan guru-murid adalah unik , dan setiap konteks unik.
39	Your task as a teacher is to understand the properties of those relationships and contexts.	Tugas Anda sebagai guru adalah memahami ciri-ciri unik seluruh hubungan dan konteks tersebut.
40	Then, using a cautious, enlightened, eclectic approach , you can build a set of foundation stones-a theory , if you will-based on principles of second language learning and teaching.	Lalu, dengan menggunakan pendekatan yang cermat, rasional, dan dari berbagai sumber , Anda bisa membangun landasan-sebuah teori , kalau Anda suka berdasarkan prinsip-prinsip pembelajaran dan pengajaran bahasa kedua.

Table 3. Structure Shift

Most of the structure shift happen when the sentences have an adjective in it. The second shift happen as well when a conjunction need to be translated as an equivalent word rather than the literal word. Or it simply the way of the order of the word are different where in indosnesia called as ‘Menerangkan-Diterangkan’ (MD) into ‘Diterangkan Menerangkan’ (DM) which is in english is adjective modifies noun in Indonesia its noun that modifies the adjective. And lastly, the structure different for a language

variation due to the aesthetical writing can produce the shift in the level of structural shift.

2. Class Shift

No.	Source Language	Target Language
1	But some of the contradiction is removed if you look at the teaching process as the facilitation of learning, in which you can teach a foreign language successfully.	Akan tetapi, kontradiksi demikian akan lenyap kalau Anda memandang proses pengajaran sebagai upaya mempermudah pembelajaran.
2	While these questions can quickly turn into "issues," because there is no simple answer to the questions , nevertheless we usually begin the process with a set of focused questions to guide our study.	Meskipun pertanyaan-pertanyaan ini bisa cepat berubah menjadi "permasalahan" karena tidak ada jawaban sederhana untuk mereka , tak urung kita terbiasa mengawali proses pembelajaran dengan seperangkat pertanyaan inti untuk memandunya.
3	One of the key issues in second language research and teaching is a cluster of questions about differences between children and adult in learning a second language.	Salah satu isu kunci dalam penelitian dan pengajaran bahasa kedua adalah perbedaan antara anak-anak dan orang dewasa dalam mempelajari bahasa kedua.
4	Some second language acquisition successfully takes place outside of any educational context or classroom or teacher.	Sejumlah keberhasilan dalam pemerolehan bahasa kedua berlangsung di luar semua konteks pendidikan atau ruang kelas atau guru.
5	Or a five-to-seven-hour day in an intensive language program?	Apakah pembelajar harus hadir di kelas selama tiga, lima, atau sepuluh jam sepekan?
6	By addressing such questions carefully and critically , you can begin to achieve a surprising number of answers	Dengan menanggapi pertanyaan-pertanyaan tersebut secara cermat dan kritis , Anda bisa mulai memperoleh

No.	Source Language	Target Language
	as you move through the chapters of this book.	jawaban yang bukan main banyaknya pada waktu Anda menelusuri bab-bab dalam buku ini.
7	At the same time, you should not labor under the impression that you can satisfactorily find final answers to all the questions.	Pada saat yang sama, Anda tidak perlu ngotot mendapatkan jawaban akhir yang memuaskan untuk semua pertanyaan tersebut.
8	Therefore, many of these questions will receive somewhat tentative answers, or at best, answers that must begin with the phrase, "it depends. "	Maka, banyak dari pertanyaan-pertanyaan itu akan mendapat jawaban agak tentatif, atau paling banter, jawaban yang harus dimulai dengan frase, "itu tergantung ".
9	And the quest is cautious : you will be urged to be as critical as you can in considering the merit of various models and theories and research findings.	Dan usaha ini harus dilakukan dengan hati hati : Anda akan didesak untuk bersikap sekritis mungkin dalam menimbang kelayakan aneka model dan teori serta temuan-temuan.
10	That theory, like a jigsaw puzzle, needs to be coherent and unified.	Teori itu, seperti jigsaw puzzle, harus saling bertaut dan terpadu.
11	Against the backdrop of the previous 19 centuries, a glance through the past century or so of language teaching gives us, ironically, a rather refreshingly interesting picture of varied interpretations of the "best" way to teach a foreign language.	Dengan latar belakang abad-abad sebelum abad ke-19, pandangan sekilas pada masa seabad silam memberi kita gambaran yang cukup menyegarkan tentang beragam penafsiran cara "terbaik" untuk mengajarkan sebuah bahasa asing.
12	More recently, Mitchell and Vidal (2001) described our perhaps misguided penchant for characterizing the last century of language teaching metaphorically as a pendulum	Lebih belakangan, Mitchell dan Vidal (2001) memaparkan kecenderungan kita yang mungkin keliru untuk menggambarkan pengajaran bahasa abad silam sebagai

No.	Source Language	Target Language
	swinging back and forth between a numbers of opposing options: focus on accuracy vs. focus on fluency, separation of skills vs. integration of skills, and teacher-centered vs. learner-centered approaches , to name a few.	pendulum yang berayun-ayun di antara sejumlah opsi yang saling bertentangan: fokus pada akurasi versus fokus pada kefasihan, pemisahan keterampilan versus penyatuan keterampilan, pendekatan dengan guru sebagai pusat versus pembelajar sebagai pusat , sekadar menyebut beberapa.
13	Indeed, the single greatest challenge in the profession is to move significantly beyond the teaching of rules, patterns, definitions, and other knowledge "about" language to the point that we are teaching our students to communicate genuinely spontaneously , and meaningfully in the second language.	Bahkan, satu-satunya tantangan terbesar dalam profesi ini adalah keberanian untuk tidak sekadar memperkenalkan kaidah, pola, definisi, dan pengetahuan lain “tentang” bahasa, tetapi juga mengajar para siswa untuk berkomunikasi secara lugas, spontan, dan bermakna dalam bahasa kedua. Satu perbedaan mendasar antara praktek-praktek pengajaran bahasa masa kini.

Table 4. Class Shift

The change or shift happen in class shift varied from verb, adjective, noun and adverb. As stated this shift happen when there a role changing in the process of translate. The first type of class shift is the verb from the SL changed into adjective. Next is the shift where the adverb in SL became adjective as well in TL.

3. Unit/Rank Shift

No.	Source Language	Target Language
1	Few if any people achieve fluency in a foreign language solely within the confines of the classroom.	Hanya sedikit orang, kalau ada , yang berhasil mencapai kefasihan berbahasa asing melulu dalam batas batas ruang kelas.
2	By first considering some of the questions that you could ask .	Pertama- tama, menimbang beberapa pertanyaan yang bisa diajukan .
3	Current issues in second language acquisition (SLA) may be initially approached as a multitude of questions that are being asked about this complex process.	Persoalan-persoalan mutakhir dalam pemerolehan bahasa kedua (SLA) mula-mula bisa dipandang sebagai segudang pertanyaan yang muncul mengenai proses kompleks ini.
4	Let's look at some of those questions, sorted here into some commonly used topical categories.	Mari kita tengok sebagian pertanyaan-pertanyaan tersebut, yang di buku ini dikelompokkan ke dalam kategori-kategori yang lazim dipakai.
5	How would you describe the personality of any given learner ?	Bagaimana Anda melukiskan kepribadian pembelajar tertentu ?
6	What properties of the target language might be difficult for a learner to master?	Apa saja sisik melik bahasa sasaran yang barangkali sulit dikuasai seorang pembelajar?
7	How important are factors like frequency of input, attention to form and meaning, memory and storage processes, and recall ?	Seberapa penting faktor-faktor seperti frekuensi masukan, perhatian pada bentuk dan makna, memori dan proses penyimpanan, dan penggunaannya ketika dibutuhkan ?
8	When in the life of a learner does second language learning take place ?	Kapan pembelajaran bahasa kedua mulai berlangsung ?

No.	Source Language	Target Language
9	Common observation tells us that children are " better " language learners than adults.	Anggapan umum menyebut bahwa anak- anak adalah pembelajar bahasa yang " lebih baik " ketimbang orang dewasa.
10	Research shows that to be an overgeneralization , if not downright questionable.	Penelitian menunjukkan bahwa anggapan ini merupakan generalisasi yang berlebihan , kalau bukan sepenuhnya meragukan.
11	Consider the amount of time spent in classrooms learning a second language.	Pertimbangkan juga jumlah waktu yang dihabiskan di kelas untuk mempelajari bahasa kedua.
	How do intercultural contrasts and similarities affect the learning process?	Bagaimana perbedaan dan kemiripan mempengaruhi proses pembelajaran!
12	By some evaluations, the field of SLA is still in its infancy , with all the methodological and theoretical problems that come with a developing discipline (see Gregg, 2003, for example).	Menurut beberapa evaluasi, bidang SLA masih dalam tahap kanak-kanak , dengan semua problem metodologis dan teoretis yang biasa menyertai sebuah disiplin yang sedang berkembang (lihat Gregg. 2003, misalnya).
13	Psychologists find it exciting when a complex mental phenomenon something intelligent and slippery -seems about to be captured by a mechanical model.	Para psikolog merasa kegirangan ketika sebuah fenomena mental yang Kompleks -sesuatu yang cerdas dan susah dirumuskan -tampaknya bakal bisa ditangkap oleh sebuah model mekanis.
14	That quest is eclectic: no single theory or hypothesis will provide a magic formula for all learners in all contexts.	Upaya ini bersifat eklektik: tidak ada satu pun teori atau hipotesis yang akan menyodorkan formula ajaib bagi semua pembelajar dalam segala konteks.

No.	Source Language	Target Language
15	Others are not yet discovered, and the careful defining of questions will lead to finding those pieces.	Kepingan-kepingan lain belum ditemukan, dan rumusan pertanyaan yang tajam akan membawa kita pada penemuan kepingan-kepingan itu.
16	If only one point of view is taken-if you look at only one facet of second language learning and teaching-you will derive an incomplete, partial theory.	Jika hanya satu sudut pandang yang diambil-jika Anda hanya memperhatikan satu aspek pembelajaran dan pengajaran bahasa kedua-Anda akan mendapatkan sebuah teori yang tidak lengkap dan compang-camping.
17	We are well aware that methods, as they were conceived of 40 or 50 years ago or so, are too narrow and too constrictive to apply to a wide range of learners in an enormous number of situational contexts.	Kita mafhum bahwa metode, yang dirumuskan sekitar 40 atau 50 tahun lalu, tentunya menjadi terlalu sempit dan terlalu mengungkung untuk diterapkan kepada semua pelajar dalam skala luas dan dalam banyak konteks situasional.

Table 5. Unit/Rank Shift

Unit rank mostly happen when the phrase from the SL became or there is the unit removed of added in the translation process.

4. Intra-System Shift

No.	Source Language	Target Language
1	Questions about second language acquisition.	Pertanyaan tentang pemerolehan bahasa kedua.
2	Virtually any complex set of skills brings with it a host of questions.	Hampir setiap keterampilan yang rumit membawa serta segudang pertanyaan.
3	Learner Characteristics	Karakteristik Pembelajar
4	What are their native languages, levels of education, and socioeconomic characteristics ?	Apa asli, tingkat pendidikan, dan karakteristik sosioekonomi mereka?
5	What are their intellectual capacities, abilities, and strengths and weaknesses ?	Bagaimana kapasitas intelektual mereka, apa kemampuan, kekuatan dan kelemahan mereka ?
6	Linguistic Factors	Faktor Linguistik
7	Learning Process	Proses Belajar
8	What cognitive processes are utilized in second language learning?	Proses kognitif apa yang digunakan dalam pembelajaran bahasa kedua?
9	Instructional Variables	Variabel Instruksional
10	What are their purposes ?	Apa tujuan mereka?
11	Rejoicing in our defeats	Bersukacita dalam kekalahan kita
12	In order to begin to ask further questions and to find answers to some of those questions, let's first address a fundamental concern in problem-posing: defining or delimiting the focus of our inquiry.	Guna memulai pengajuan pertanyaan-pertanyaan lebih lanjut dan mencari jawaban untuk sebagian pertanyaan-pertanyaan itu, mari terlebih dahulu kita bicarakan hal mendasar dalam mendudukkan persoalan: ialah mendefinisikan atau membatasi fokus penyelidikan kita.
13	The same era has seen linguists searching ever more deeply for answers to the nature of communication and	Pada era itu para linguis menggali lebih dalam lagi jawaban-jawaban terhadap sifat dan kompetensi komunikatif

No.	Source Language	Target Language
	communicative competence and for explanations of the interactive, socio-cultural process of language acquisition.	demi menjelaskan proses interaktif dan sosiokultural pemerolehan bahasa.
14	A significant difference between current language teaching practices and those of, say, a half a century ago, is the absence of proclaimed " orthodoxies " and " best " methods.	Satu perbedaan mendasar antara praktek-praktek pengajaran bahasa masa kini dengan, katakanlah, setengah abad lalu, adalah lenyapnya klaim tentang metode yang " mapan " dan " terbaik ".
15	There are no instant recipes .	Tidak ada resep instan.

Table 6. Intra-System Shift

Intra system shift in this research first is the different in the concept of plural and singular. The translation from SL to TL can have same system of plural and singular, however, in this case, the translator decided to make it different due to the objective of the translator that make the sentences have more variation in in.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research is to find out and analyzing the translation shift found on the Brown's book entitled "Principle of Language Learning and teaching" 5th Edition. This research expected to provide a detailed analysis of translation shift example that can be used as a teaching materials for the ELT process. Adapting the qualitative-descriptive method and the source of the language, the main data taken from the book and related journal. Later, the data collected will be summarized and analyzed by the researcher.

The results of this study found the 117 sentences consider as translation shift with each sentences divided into 31 level shift and 87 category shift. The category shift, moreover classified again into 4 category which is 41 sentences as the structure shift, 13 sentences as class shift, 17 sentences as unit/rank shift and the last is intra-system shift that have 15 sentences. It is also can be concluded that the most common shift found in the textbook is structure shift and the least common shift is class shift. As summarized, the most translation shift found in the textbook is the structure shift and the least shift is class shift. So that it makes the structure shift is the most common shift found in English-Indonesia Translation.

B. Suggestion

The researcher provides some suggestion for the students, teacher, and the researcher, as follow:

1. For the Students

The student can learn about translation shift while also read the references textbook written by Brown which is very essential in learning and teaching, especially for the one taking an English majoring educational English.

2. For the Lecturers

Researcher suggested that the use of detailed information about translation shift in this research can be used as a teaching materials in teaching and learning process for references example of translation shift as well as the reading materials as the source data in this research taken from a textbook.

3. For the Other Researchers

This research still have a flaw and gaps in term of collecting the data. The data here can be used as a milestone to conducted further research related to the topic of translation specifically, the topic about translation shift in a textbook.

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APPENDICES

APPENDICES 1

Research Data Blueprint

1. Blueprint of Documentation

No	Aspects
1	Picture documentation of the research object
2	Picture documentation of the research activity
3	A copy of Douglas Brown's book "Teaching by Principle: An Interactive Approach to Language Pedagogy"
4	A copy of Douglas Brown's translation book "Prinsip Pembelajaran dan Pengajaran Bahasa"

2. Blueprint of Observation

No	Aspect	Sub Aspect	Reference
1	Translation shift in the Brown book "Teaching by Principle" in the level shift.	Translation Shift that happens in the translation process from SL to TL in the grammar and the lexis level.	Kania Widianti Suherman and Wawan Gunawan, "Translation Shifts in The Indonesian Subtitle of The Revenant Film: A Systemic Functional Linguistics Approach", 6:1 (2018): 76-91.

2	<p>Translation shift in the Brown book “Teaching by Principle” in the category shift that are divided into four categories. It is Structure shift, Class Shift, Unit Shift and Intra-System Shift.</p>	<p>The shift that happened in the translation process that turn the structure of the text in the SL to the TL. i.e.: The Simple sentence in the SL became complex sentence in the TL</p>	<p>Kamer T. Sipayung, “The Impact of Translation Shift and Method on Translation Accuracy Found at Bilingual History Textbook” 30:1 (2018): 58-66.</p>
		<p>The shift that happened in the translation process that make the class of the word different from the text in the SL to the TL. i.e.: the noun class in the SL became and adverb.</p>	
		<p>The shift that happened in the translation process that change the</p>	

		phrase in SL became the word in TL.	
		The shift happen that change the structure of grammatical rule such as the use of subject-verb agreement, singular and plural form, as well as the concept of tenses.	

3. Observation Sheet

**THE STUDENTS' ERRORS IN SPEECH PRODUCTION ON SPEAKING
PERFORMANCE OF THE ENGLISH EDUCATION DEPARTMENT OF
IAIN METRO**

Shift	Type of Shift Found					Total
Level						
Structure						
Class						
Unit/Rank						
Intra-system						

Percentage (%)						
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$$\text{Percentage formula} = \frac{\text{Shift}}{\text{total}} \times 100\%$$

A. Level Shift

No.	Sentence	
	Source Language	Target Language

B. Category Shift

a. Structure Shift

No.	Sentence	
	Source Language	Target Language

b. Class Shift

No.	Sentence	
	Source Language	Target Language

c. Unit Shift

No.	Sentence	
	Source Language	Target Language

d. Intra-System Shift

No.	Sentence	
	Source Language	Target Language

APPENDICES 2

BROWN'S BOOK ENGLISH TEXT

CHAPTER 1

LANGUAGE, LEARNING,
AND TEACHING

Learning **second language** is a long and complex undertaking work. Your whole person **is affected** as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. **Total commitment, total involvement, a total physical,** intellectual, and emotional response are necessary to successfully send and receive messages in a **second language**. Many variables **are involved** in the acquisition process. Language learning **is not** a set of easy steps that can **be programmed** in a quick do-it-yourself kit. So much **is at stake** that courses in foreign languages **are often** inadequate training grounds, in and of themselves, for the successful learning of a second language. **Few if any people** achieve fluency in a foreign language solely within the confines of the classroom.

It may appear contradictory, then, that this book is about both learning and teaching. But some of the contradiction **is removed** if you look at the teaching process as the facilitation of learning, in which you can teach a foreign language successfully **if, among other things, you know something about** that intricate web of variables that are spun together to affect how and why one learns or fails to learn a second language. **Where does** a teacher begin the quest for an understanding of the principles of language learning and teaching? by first considering some of the questions **that you could ask.**

QUESTIONS ABOUT SECOND LANGUAGE ACQUISITION

Learning a second language brings with it a host of questions. While these questions can **quickly** turn into "issues," because there is no simple answer to the **questions,** nevertheless we **usually** begin the process with a set of focused questions to guide our study. Current issues in second language acquisition (SLA) may **be initially approached** as a multitude of questions that are being asked about this complex process. Let's look at some of those questions, **sorted here** into some commonly used topical categories.

Learner Characteristics

Who are the learners that you are teaching? What is their ethnic, linguistic, and religious heritage? What are their native languages, and socioeconomic status? What have they had that might affect their learning? What are their abilities, and strengths and weaknesses? How would you describe the personality of any given learner? These and other questions focus attention on some of the crucial variables affecting both learners' successes in acquiring a foreign language and teachers' capacities to enable learners to achieve that acquisition.

Linguistic Factors

No simpler a question is one that probes the nature of the subject matter itself. What is it that the learner must learn? What is language? What is communication? What does it mean when we say someone knows how to use a language? What is the best way to describe or systematize the target (second) language? What are the relevant differences (and commonalities) between a learner's first and second language? What properties of the target language might be difficult for a learner to master? These profound questions are of course central to the discipline of linguistics. The language teacher needs to understand the system and functioning of the second language and the differences between the first and second language of the learner. It is one thing for a teacher to speak and understand a language and yet another matter to attain the technical knowledge required to understand and explain the system of that language—its phonemes, morphemes, words, sentences, and discourse structures.

Learning Processes

How does learning take place? How can a person ensure success in language learning? What are utilized in second language learning? What kinds of strategies are available to a learner, and which ones are optimal? How important are factors like frequency of input, attention to form and meaning, memory and storage processes, and recall? What is the optimal interrelationship of cognitive, affective, and physical domains for successful language learning?

Age and Acquisition

When in the life of a learner does second language learning take place? One of the key issues in second language research and teaching is a cluster of questions about differences between children and adult in learning a second language. Common observation tells us that children are "better" language learners than adults. Research shows that to be an overgeneralization, if not downright questionable.

If so, **in what way does** the age of learning make a difference? How do **the cognitive and emotional developmental changes** of childhood and young adulthood affect language acquisition?

Instructional **Variables**

Some second language acquisition **successfully** takes place outside of any educational context or classroom or teacher. **In such "natural environments,** do all people **learn a language equally successfully?** If not, **what are** the ingredients for success? In **what has come to be called** "instructed" SLA, many questions arise. What are the effects of **varying methodological approaches,** textbooks, materials, teacher styles, and **institutional factors?** **Consider the amount** of time **spent** in classrooms learning a second language: **is there** an optimal length of time required for successful mastery? **Should the** learner be exposed to three or five or ten hours a week in the classroom? Or a **five-to-seven-hour day** in an intensive language program? And **how "active" should** a learner be outside of the classroom?

Context

Are the learners attempting to acquire **the second language within the cultural and linguistic milieu** of the second language, that is, in a "second" **language situation in the technical sense of the term?** Or **are they** focusing on a "foreign" language context **in which** the second language **is heard and spoken** only in an artificial environment, **such as** the modern language classroom in an American university or high school? How **might the sociopolitical conditions** of a **particular country** or its language policy **affect the outcome of a learner's mastery of the language?** How do **intercultural contrasts** and similarities affect the learning process?

Purpose

Finally, **the most encompassing of all questions** **Why** are learners attempting to acquire **the second language?** What are their **motives?** Are they **motivated by the achievement** of a successful career, or by passing **a foreign language requirement,** or by **wishing to identify closely with the culture and people of the target language?** Beyond these categories, what **other, emotional, personal, or intellectual reasons** do learners have for pursuing this **gigantic task of learning another language?**

REJOICING IN OUR **DEFEATS**

The above questions **have been posed**, in very global terms, **to give** you an inkling of **the diversity** of issues involved in the quest for understanding the principles of language learning and teaching. **By addressing** such questions **carefully** and **critically,** you can begin to achieve **a surprising** number of answers as you move

through the chapters of this book. And you can hone the global questions into finer, subtler questions, which in itself is an important task, for often being able to ask the right questions is more valuable than possessing storehouses of knowledge.

At the same time, you should not labor under the impression that you can satisfactorily find final answers to all the questions. By some evaluations, the field of SLA is still in its infancy with all the methodological and theoretical problems that come with a developing discipline (see Gregg, 2003, for example). Therefore, many of these questions will receive somewhat tentative answers, or at best, answers that must begin with the phrase, "it depends." Answers must almost always be framed in a context that can vary from one learner to another. The wonderful intricacy of complex facets of human behavior will be very much with us for some time. Roger Brown's (1966, p. 326) wry remark of over four decades ago still applies:

Psychologists find it exciting when a complex mental phenomenon—something intelligent and slippery—seems about to be captured by a mechanical model. We yearn to see the model succeed. But when, at the last minute, the phenomenon proves too much for the model and darts off on some uncapturable tangent, there is something in us that rejoices at the defeat.

We can rejoice in our defeats because we know that it is the very elusiveness of the phenomenon of SLA that makes the quest for answers so exciting. Our field of inquiry is no simple, unidimensional reality. It is "slippery" in every way.

The chapters of this book are designed to give you a picture of both the slipperiness of SLA and the systematic storehouse of reliable knowledge that is now available to us. As you consider the issues, chapter by chapter, you are led on a quest for your own personal, integrated understanding of how people learn—and sometimes fail to learn—a second language. That quest is eclectic: no single theory or hypothesis will provide a magic formula for all learners in all contexts. And the quest is cautious: you will be urged to be as critical as you can in considering the merit of various models and theories and research findings. By the end of the final chapter, however, you will no doubt surprise yourself on how many pieces of this giant puzzle you can actually put together!

Thomas Kuhn (1970) referred to "normal science" as a process of puzzle solving in which part of the task of the scientist, in this case the teacher, is to discover the pieces and then to fit the pieces together. Some of the pieces of the language learning puzzle have been located and set in place. Others are not yet discovered, and the careful defining of questions will lead to finding those pieces. We can then undertake the task of fitting the pieces together into a paradigmatic interlocking design, a theory of second language acquisition.

That theory, like a jigsaw puzzle, needs to be coherent and unified. If only one point of view is taken—if you look at only one facet of second language learning and teaching—you will derive an incomplete, partial theory. The second language teacher, with eyes wide open to the total picture, needs to form an integrated understanding of the many aspects of the process of second language learning.

In order to begin to ask further questions and to find answers to some of those questions, let's first address the terms in problem-posing: defining or delimiting the focus of our inquiry. Since this book is about language, learning, and teaching, let's see what happens when we try to "define" those three terms.

LANGUAGE TEACHING IN THE TWENTIETH CENTURY

Against the backdrop of the previous 19 centuries, a glance through the past century or so of language teaching gives us, ironically, a rather refreshingly interesting picture of varied interpretations of the "best" way to teach a foreign language. Perhaps beginning with François Gouin's (1880) *Series Method*, foreign language teaching underwent some revolutionary trends, all of which in one way or another came under the scrutiny of scientific (or observational) research.

As schools of thought have come and gone, so have language teaching trends waxed and waned in popularity. Historically, pedagogical innovation has been the beneficiary of the theoretical research described in the previous section, as witnessed by the influence of such research on trends in language teaching. At the same time, language classrooms and their innovative teachers and students have been laboratories of research that have, in turn, informed theoretical stances as they have changed over time.

Albert Marckwardt (1972, p. 5) saw these "changing winds and shifting sands" as a cyclical pattern in which a new paradigm (to use Kuhn's term) of teaching methodology emerged about every quarter of a century, with each new method breaking from the old but at the same time taking with it some of the positive aspects of the previous paradigm. More recently, Mitchell and Vidal (2001) described our perhaps misguided penchant for characterizing the last century of language teaching metaphorically as a pendulum swinging back and forth between a number of opposing options: focus on accuracy vs. focus on fluency, separation of skills vs. integration of skills, and teacher-centered vs. learner-centered approaches, to name a few. Mitchell and Vidal suggested that a new metaphor may better depict our journey across time: "that of a major river, constantly flowing, fed by many sources of water—rivers, streams, springs in remote territories, all fed by rain on wide expanses of land" (p. 27).

One of the best examples of both the cyclical and fluvial nature of methods is seen in the revolutionary **Audiolingual Method (ALM)** of the late 1940s and 1950s. The ALM, with its overemphasis on oral production drills, borrowed tenets from its predecessor by almost half a century, the **Direct Method**, but had essentially

sprung from behavioral theories of learning of the time. The ALM was a rejection of its classical predecessor, the Grammar Translation Method, by diminishing if not obliterating the need for metacognitive focus on the forms of language. Within a short time, however, with the increasing popularity of cognitive psychology, ALM critics were advocating more attention to rules and to the "cognitive code" of language, which, to some, smacked of a return to Grammar Translation! Shifting sands indeed, and the ebb and flow of paradigm.

Since the early 1970s, the symbiotic relationship of theoretical disciplines and teaching methodology has been continued to manifest itself. The field of psychology, as noted above in outlining tenets of constructivism, has witnessed a growing interest in interpersonal relationships, the value of group work, and the use of numerous cooperative strategies for attaining desired goals. The same era has seen research searching ever more deeply for answers to the nature of communication and communicative competence and for explanations of the interactive, social nature of language acquisition.

The language teaching profession has mirrored these theoretical trends with approaches and techniques that have stressed the importance of self-esteem, intrinsic motivation, students cooperatively learning together, of developing individual strategies for constructing meaning, and above all of focusing on the communicative process in language learning. Some of these methodological innovations will be described in subsequent chapters of this book, as they pertain to issues and topics being discussed.

Today many of the pedagogical springs and rivers of the last few decades are appropriately captured in the term **Communicative Language Teaching** (CLT), now a catchphrase for language teachers. CLT, to be discussed further in Chapter 8, is an eclectic blend of the contributions of previous methods into the best of what a teacher can provide in authentic uses of the second language in the classroom. Indeed, the single greatest challenge in the profession is to move significantly beyond the teaching of rules, patterns, definitions, and other knowledge "about" language to the point that we are teaching our students to communicate genuinely spontaneously, and meaningfully in the second language.

A significant difference between current language teaching practices and those of, say, a half a century ago, is the absence of proclaimed "methods" and "best" methods. We are well aware that methods, as they were conceived of 40 or

50 years ago or so, are too narrow and too constrictive to apply to a wide range of learners in an enormous number of situational contexts. There are no instant methods. No quick and easy method is guaranteed to provide success. As Bell (2003), Brown (2000), Kumaravadevelu (2001), and others have appropriately shown, pedagogical trends in language teaching now spur us to develop a principled basis—sometimes called an **approach** (Richards & Rodgers, 2001)—upon which teachers can choose particular designs and techniques for teaching a foreign language in a specific context. Every learner is unique. Every teacher is unique. Every learner-teacher relationship is unique and every context is unique. Your task

as a teacher is to understand the properties of those relationships and contexts.

Then, using a cautious, enlightened, eclectic approach, you can build a set of foundation stones—a theory, if you will—based on principles of second language learning and teaching. The chapters that follow are designed to help you understand relevant concepts and issues in SLA and in so doing to formulate **your** approach.

APPENDICES 3

BROWN'S BOOK INDONESIA TEXT

- Level shift
- Structure Shift
- Class Shift
- Unit/Rank Shift
- Intra-System Shift

BAB I

BAHASA, PEMBELAJARAN DAN PENGAJARAN

MEMPELAJARI bahasa kedua adalah pekerjaan panjang dan kompleks. Seluruh diri Anda terpengaruh ketika Anda berjuang melampaui batasan-batasan bahasa pertama dan berusaha menggapai sebuah bahasa baru, budaya baru, dan cara baru dalam berpikir, merasakan, dan bertindak. Komitmen total, keterlibatan total, respons fisik, intelektual, dan emosional total dibutuhkan demi keberhasilan mengirim dan menerima pesan dalam bahasa kedua. Banyak variabel terlibat dalam proses pemerolehan ini. Mempelajari bahasa bukanlah serangkaian langkah mudah yang bisa diprogram dalam sebuah panduan ringkas. Begitu banyak permasalahan yang ada sehingga kursus-kursus bahasa asing sering menjadi medan latihan yang tidak memadai bagi keberhasilan mempelajari bahasa kedua. Hanya sedikit orang, kalau ada, yang berhasil mencapai kefasihan berbahasa asing melulu dalam batas-batas ruang kelas.

Tampak kontradiktif, tentunya, bahwa buku ini berbicara tentang pembelajaran dan pengajaran. Akan tetapi, kontradiksi demikian akan lenyap kalau Anda memandang proses pengajaran sebagai upaya mempermudah pembelajaran. Anda bisa sukses mengajar bahasa asing jika, antara lain, Anda memahami kompleksitas variabel-variabel yang berpengaruh pada bagaimana dan mengapa orang belajar dan gagal bahasa kedua. Dari mana seorang guru bisa memulai pemahamannya akan prinsip-prinsip pembelajaran dan pengajaran bahasa? Pertama-tama, menimbang beberapa pertanyaan yang bisa diajukan.

PERTANYAAN TENTANG PEMEROLEHAN BAHASA KEDUA

Pertanyaan-pertanyaan yang rumit membawa serta segudang pertanyaan. Meskipun pertanyaan-pertanyaan ini bisa cepat berubah menjadi "permasalahan" karena tidak ada jawaban sederhana untuk mereka, tak urung kita terbiasa mengawali proses pembelajaran dengan seperangkat pertanyaan inti untuk memandunya. Persoalan-persoalan mutakhir dalam pemerolehan bahasa kedua (SLA) mula-mula bisa dipandang sebagai segudang pertanyaan yang muncul mengenai proses kompleks ini. Mari kita tengok sebagian pertanyaan-pertanyaan tersebut, yang di buku ini dikelompokkan ke dalam kategori-kategori yang lazim dipakai.

Kategori-kategori Pembahasan

Siapa saja pembelajar yang Anda ajar? Apa latar belakang etnis, linguistik, dan keagamaan mereka! Apa asli, tingkat pendidikan, dan status sosial-ekonomi mereka? Bagaimana kemampuan bahasa apa yang mungkin mempengaruhi pembelajaran mereka? Bagaimana kemampuan mereka, apa kemampuan, kekuatan dan kelemahan mereka? Bagaimana Anda melukiskan kepribadian pembelajar tertentu? Pertanyaan-pertanyaan semacam ini dipusatkan pada beberapa variabel penting yang mempengaruhi keberhasilan pembelajar dalam menguasai bahasa asing dan kapasitas guru untuk membantu pembelajar dalam mencapai pemerolehan tersebut.

Linguistik

Pertanyaan yang tidak lebih sederhana adalah pertanyaan yang dipusatkan pada watak materi yang dibahas. Apa yang harus dipelajari pembelajar? Apakah bahasa itu? Apakah komunikasi itu? Apa maksudnya ketika kita mengatakan bahwa seseorang tahu menggunakan sebuah bahasa? Bagaimanakah cara terbaik mendeskripsikan atau mensistematisasi bahasa sasaran (kedua)? Apakah perbedaan (dan kesamaan) yang relevan antara bahasa pertama dan kedua si pembelajar? Apa saja sisik melik bahasa sasaran yang barangkali sulit dikuasai seorang pembelajar? Pertanyaan-pertanyaan mendasar ini tentu sangat penting bagi disiplin ilmu linguistik. Guru bahasa perlu memahami sistem dan fungsi bahasa kedua dan perbedaan-perbedaan antara bahasa pertama dan bahasa kedua pembelajar. Bagi seorang guru, bertutur dan memahami sebuah bahasa adalah satu hal, dan hal lainnya adalah bagaimana mencapai pengetahuan teknis yang diperlukan untuk memahami dan menjelaskan sistem bahasa itu-fonem, morfem, kata, kalimat, dan struktur wacananya.

Proses Pembelajaran

Bagaimana pembelajaran berlangsung? Bagaimana kita memastikan keberhasilan dalam mempelajari bahasa? Bagaimana proses pembelajaran bahasa kedua? Strategi-strategi apa saja yang tersedia bagi seorang pembelajar, dan mana yang optimal? Seberapa penting faktor-faktor seperti frekuensi masukan, perhatian pada bentuk dan makna, memori dan proses penyimpanan, dan penggunaannya ketika dibutuhkan? Hubungan timbal balik macam apa dalam wilayah kognitif, afektif, dan fisik yang optimal bagi keberhasilan pembelajaran bahasa?

Usia dan Pemerolehan

Kapan pembelajaran bahasa kedua mulai berlangsung? Salah satu isu kunci dalam penelitian dan pengajaran bahasa kedua adalah perbedaan antara anak-anak dan orang dewasa dalam mempelajari bahasa kedua. Anggapan umum menyebut bahwa anak-anak adalah pembelajar bahasa yang "lebih baik" ketimbang orang dewasa. Penelitian menunjukkan bahwa anggapan ini merupakan generalisasi yang berlebihan, kalau bukan sepenuhnya meragukan. Jika demikian, bagaimanakah usia menentukan hasil pembelajaran? Bagaimana perubahan-perubahan dalam perkembangan kognitif dan emosional pada anak-anak dan orang dewasa muda mempengaruhi pemerolehan bahasa?

Variable Instruksional

Sejumlah keberhasilan dalam pemerolehan bahasa kedua berlangsung di luar semua konteks pendidikan atau ruang kelas atau guru. Dalam lingkungan "alami", apakah semua orang akan sama suksesnya dalam mempelajari suatu bahasa? Kalau tidak, apa resep keberhasilan? Dalam apa yang disebut "pendidikan" SLA, banyak pertanyaan mengemuka. Apa pengaruh pendekatan metodologis, buku teks, materi, cara guru mengajar, dan faktor-faktor kelembagaan? Pertimbangkan juga jumlah waktu yang dihabiskan di kelas untuk mempelajari bahasa kedua, adakah rentang waktu optimal yang dibutuhkan untuk berhasil dalam pemerolehan? Apakah pembelajar harus hadir di kelas selama tiga, lima, atau sepuluh jam sepekan? Ataukah lima hingga tujuh jam sehari dalam sebuah program intensif? Dan harus seberapa "aktif" seorang pembelajar di luar kelas?

Konteks

Apakah para pembelajar berusaha menguasai bahasa kedua dalam lingkungan budaya linguistik bahasa tersebut, yaitu dalam sebuah situasi bahasa "kedua" menurut pengertian teknis istilah itu? Atau mereka terpaku pada konteks bahasa "asing" di mana bahasa kedua didengar dan diucapkan hanya dalam lingkungan artifisial, seperti kelas bahasa modern di sebuah universitas atau sekolah menengah Amerika? Bagaimana kondisi sosiopolitik suatu negara atau kebijakan bahasanya mempengaruhi hasil pemerolehan pembelajar atas bahasa itu? Bagaimana perbedaan dan kemiripan mempengaruhi proses pembelajaran!

Tujuan

Akhirnya, yang terpenting dari semuanya: Mengapa para pembelajar berusaha menguasai bahasa kedua! Apa tujuan mereka? Apakah mereka digerakkan oleh keinginan mencapai karier yang sukses, atau agar memenuhi persyaratan menguasai bahasa asing, atau karena ingin mengidentifikasi diri sedekat mungkin dengan budaya dan bangsa dari bahasa sasaran? Di luar itu semua, apa alasan-alasan lain yang secara emosional, personal, atau intelektual mendasari pembelajar untuk bekerja keras mempelajari bahasa lain?

BERSUKACITA DALAM KEYAKSIAN KITA

Pertanyaan-pertanyaan di atas dikemukakan, secara umum, untuk member Anda gambaran mengenai keanekaragaman isu yang terdapat dalam upaya memahami prinsip-prinsip pembelajaran dan pengajaran bahasa. Dengan menanggapi pertanyaan-pertanyaan tersebut secara cermat dan kritis, Anda bisa mulai memperoleh jawaban yang bukan main banyaknya pada waktu Anda menelusuri bab-bab dalam buku ini. Dan Anda bisa mengkaji pertanyaan-pertanyaan umum itu menjadi pertanyaan-pertanyaan yang lebih tajam dan rinci. Ini saja sudah pekerjaan yang sangat penting, sebab mampu mengajukan pertanyaan yang tepat seringkali lebih berharga daripada mempunyai ilmu segudang.

Pada saat yang sama, Anda tidak perlu ngotot mendapatkan jawaban akhir yang memuaskan untuk semua pertanyaan tersebut. Menurut beberapa evaluasi, bidang SLA masih dalam tahap kanak-kanak.

dengan semua problem metodologis dan teoretis yang biasa menyertai sebuah disiplin yang sedang berkembang (lihat Gregg, 2003, misalnya). Maka, banyak dari pertanyaan-pertanyaan itu akan mendapat jawaban agak tentatif, atau paling banter, jawaban yang harus dimulai dengan frase, "itu tergantung". Jawaban-jawaban hampir selalu harus dibingkai dalam konteks yang bisa bervariasi antara satu pembelajar dan pembelajar lainnya, antara satu momen dan momen lainnya. Keruwetan luar biasa pada aspek-aspek kompleks perilaku manusia akan sangat mengusik kita untuk beberapa waktu. Pandangan ironis Roger Brown (1966, h. 326) lebih dari empat dasawarsa silam masih berlaku.

Para psikolog merasa kegirangan ketika sebuah fenomena mental yang Kompleks -sesuatu yang cerdas dan susah dirumuskan- tampaknya bakal bisa Ditangkap oleh sebuah model mekanis. Kita sangat berharap model itu berhasil. Tetapi ketika, pada menit menit terakhir, fenomena tersebut terbukti terlalu besar bagi model itu dan melesat tak tertangani, ada sesuatu dalam diri kita yang bersukacita dengan kekalahan itu.

Kita bisa bersukacita dalam kekalahan karena kita tahu bahwa fenomena SLA yang amat sulit dipahami itulah yang membuat upaya mencari jawaban menjadi menyenangkan. Begitu Bidang penyelidikan kita sama sekali bukan realitas yang sederhana. Setiap jalannya "licin".

Bab-bab dalam buku ini dirancang untuk memberi Anda gambaran tentang dua hal, yakni licinnya SLA dan semakin tersedianya gudang pengetahuan yang sistematis dan terpercaya. Ketika Anda merenungkan berbagai permasalahan, bab demi bab Anda digiring untuk menemukan pemahaman utuh tentang bagaimana orang belajar dan kadang kala gagal mempelajari-sebuah bahasa kedua. Upaya ini bersifat eklektik: tidak ada satu pun teori atau hipotesis yang akan menyodorkan formula ajaib bagi semua pembelajar dalam segala konteks. Dan usaha ini harus dilakukan dengan hati hati: Anda akan didesak untuk bersikap sekritis mungkin dalam menimbang kelayakan aneka model dan teori serta temuan-temuan penelitian. Namun, pada penghujung- bab terakhir Anda pasti akan tercengang sendiri mendapati betapa banyak kepingan teka-teki raksasa yang bisa Anda satukan!

Thomas Kuhn (1970) menyebut "sains normal" sebagai sebuah proses menyusun puzzle di mana tugas ilmuwan, dalam hal ini guru, adalah menemukan kepingan- kepingan dan mencocokkan semuanya. Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya. Kepingan-kepingan lain belum ditemukan, dan rumusan pertanyaan yang tajam akan membawa kita pada penemuan kepingan-kepingan itu. Lalu kita bisa melakukan pekerjaan mencocokkan kepingan-kepingan itu dan menyatukannya menjadi sebuah paradigma-sebuah desain yang saling bertautan, sebuah teori tentang pemerolehan bahasa kedua.

Teori itu, seperti jigsaw puzzle, harus saling bertaut dan terpadu. Jika hanya satu sudut pandang yang diambil-jika Anda hanya memperhatikan satu aspek pembelajaran dan pengajaran bahasa kedua-Anda akan mendapatkan sebuah teori yang tidak lengkap dan compang-camping. Guru bahasa kedua, yang mengharapkan gambaran menyeluruh, perlu membentuk pemahaman utuh tentang berbagai aspek yang berkaitan dengan proses pembelajaran bahasa kedua.

Guna memulai pengajuan pertanyaan-pertanyaan lebih lanjut dan mencari **jawab** untuk sebagian pertanyaan-pertanyaan itu, mari terlebih dahulu kita bicarakan **hal mendesak** dalam mendudukkan persoalan: ialah mendefinisikan atau membatasi fokus penyelidikan kita. Karena buku ini **membicarakan** bahasa, pembelajaran, dan pengajaran, kita lihat saja apa yang terjadi ketika kita berusaha "mendefinisikan" ketiga istilah itu.

PENGAJARAN BAHASA PADA ABAD KEDUA PULUH

Dengan latar belakang abad-abad sebelum abad ke-19, pandangan sekilas pada masa seabad silam memberi kita gambaran yang cukup **menyegarkan** tentang beragam penafsiran cara "terbaik" untuk mengajarkan sebuah bahasa asing. Barangkali bermula dengan Metode Serial François Gouin (1880), pengajaran bahasa asing mengalami beberapa **kecenderungan revolusioner**, yang **semuanya menjadi bahan kajian bagi penelitian ilmiah (atau observasional)**.

Seperti **mazhab-mazhab pemikiran yang datang dan pergi**, **kecenderungan kecenderungan pengajaran bahasa pun timbul dan tenggelam popularitasnya**. Secara historis, inovasi dalam ilmu pendidikan **diluncurkan** oleh penelitian teoretis; hal itu **ditunjukkan** oleh **pengaruh** penelitian terhadap kecenderungan-kecenderungan dalam pengajaran bahasa. Pada saat yang sama, **kelas-kelas bahasa dengan guru dan siswanya yang inovatif laboratorium penelitian yang, pada gilirannya, menopang terbentuknya pandangan-pandangan teoretis ketika mereka mengalami perubahan seiring waktu**.

Albert Marckwardt (1972, h. 5) melihat "perubahan angin dan pergeseran pasir ini sebagai sebuah pola siklis di mana sebuah paradigma baru (menggunakan istilah Kuhn) **metodologi pengajaran muncul seperempat abad; tiap-tiap metode baru akan memisahkan diri dari yang lama namun pada saat yang sama mengambil beberapa aspek positif paradigma sebelumnya**. Lebih belakangan, Mitchell dan Vidal (2001) memaparkan kecenderungan kita yang mungkin keliru untuk **menggambarkan** pengajaran bahasa abad silam sebagai pendulum yang **berayun-ayun** di antara sejumlah opsi yang saling bertentangan: fokus pada akurasi versus fokus pada kefasihan, pemisahan keterampilan versus penyatuan keterampilan, **pendekatan dengan guru sebagai pusat** versus pembelajar **sebagai pusat**, sekadar menyebut beberapa. Mitchell dan Vidal **mengusulkan** sebuah metafora baru **yang barangkali** bisa melukiskan dengan **lebih baik** perjalanan kita melintasi waktu: "metafora tentang sungai besar, yang terus-menerus mengalir, memiliki banyak sumber air-batang air, sungai-sungai kecil, mata air nun jauh di sana, semuanya **dipasok** oleh hujan di **bentangan** tanah luas (h. 27).

Salah satu contoh **terbaik tentang sifat siklis dan mengalir dari berbagai metode tersebut tampak dalam Metode Audiolingual atau ALM (Audiolingual Method) yang revolusioner pada akhir 1940-an dan 1950-an**. Metode ini, dengan penekanannya yang berlebihan pada latihan lisan, **meminjam prinsip-prinsip dari Metode Langsung (Direct Method) yang muncul hampir setengah abad sebelumnya, tetapi pada dasarnya ia tumbuh dari teori-teori behavioristik pada masa itu**. ALM adalah **penolakan** terhadap pendahulu klasiknya, Metode Penerjemahan Tata Bahasa, dengan mengurangi kalau bukan menyingkirkan sama sekali **minat** metakognitif yang terlalu memikirkan bentuk-bentuk bahasa. Namun, **dalam waktu singkat, dengan meningkatnya popularitas psikologi kognitif, para pengkritik ALM**

mencurahkan lebih banyak perhatian kepada kaidah dan "kode kognitif" bahasa, yang, bagi sebagian kalangan, merupakan ajakan untuk kembali ke Penerjemahan Tata Bahasa! Pasir bergeser memang, dan berbagai paradigma mengalami pasang surut.

Sejak awal 1970-an, disiplin-disiplin teoretis dan metodologi pengajaran terus mewujudkan hubungan simbiotis mereka. Di bidang psikologi, seperti yang tampak dalam garis besar ajaran-ajaran konstruktivisme, kita menyaksikan tumbuhnya minat pada hubungan-hubungan antarpersonal, nilai kelompok kerja, dan pemanfaatan banyak sekali strategi kooperatif untuk mencapai tujuan-tujuan yang diinginkan. Pada era itu para **guru** menggali lebih dalam lagi jawaban-jawaban terhadap sifat dan kompetensi komunikatif demi menjelaskan **proses bahasa** dan sosiokultural pemerolehan bahasa.

Profesi pengajaran bahasa **memperlihatkan** kecenderungan-kecenderungan teoretis ini, dengan berbagai pendekatan dan teknik yang **menekankan** pentingnya harga diri, motivasi intrinsik, para siswa yang belajar secara kooperatif, pengembangan strategi- strategi perorangan untuk mengonstruksi makna, dan terutama penerapannya fokus pada proses komunikatif dalam pembelajaran bahasa. Sebagian dari inovasi-inovasi metodologis ini akan **dipaparkan** dalam bab-bab selanjutnya buku ini, mengingat mereka bersangkut-paut dengan topik-topik yang **dibicarakan**.

banyak mata air dan sungai pedagogis dari kurun beberapa dasawarsa terakhir yang tercakupi dengan pas dalam pengertian Pengajaran Bahasa Komunikatif atau CLT (Communicative Language Teaching), yang kini populer bagi para guru bahasa. CLT, yang akan **dibahas** lebih jauh dalam Bab 8, adalah pencampuran eklektik dari apa yang disumbangkan oleh metode-metode sebelumnya menjadi hal terbaik yang bisa diberikan oleh seorang guru dalam cara mengajar yang otentik di ruang kelas. Bahkan, satu-satunya tantangan terbesar dalam profesi ini adalah keberanian untuk tidak sekadar memperkenalkan kaidah, pola, definisi, dan pengetahuan lain "tentang" bahasa, tetapi juga mengajar para siswa untuk berkomunikasi secara **lugas, spontan, dan bermakna** dalam bahasa kedua.

Satu perbedaan mendasar antara praktek-praktek pengajaran bahasa masa kini dengan, katakanlah, setengah abad lalu, adalah lenyapnya klaim tentang **metode** yang "**terbaik**" dan "terbaik". Kita **mafhum** bahwa metode, yang dirumuskan sekitar 40 atau 50 tahun lalu, tentunya menjadi terlalu sempit dan terlalu mengungkung untuk diterapkan kepada semua pelajar dalam **skala** luas dan dalam banyak konteks situasional. Tidak ada **metode** instan. Tidak ada metode **jaminan** mutu yang bisa dengan cepat dan mudah **mendatangkan** keberhasilan. Sebagaimana dikemukakan dengan tepat oleh Bell (2003), Brown (2001), Kumaravdivelu (2001), dan lain-lain, kecenderungan pedagogis dalam pengajaran bahasa kini mendesak kita untuk mengembangkan sebuah basis prinsip-kadang disebut pendekatan (Richards & Rodgers, 2001)-di mana guru bisa memilih desain dan teknik tertentu untuk mengajarkan bahasa asing dalam konteks spesifik. Setiap murid adalah unik. Setiap guru adalah unik. Setiap hubungan guru-murid adalah unik, dan setiap konteks unik. Tugas Anda sebagai guru adalah memahami ciri-ciri unik seluruh hubungan dan konteks tersebut. Lalu, dengan menggunakan pendekatan yang cermat, rasional, dan dari berbagai sumber, Anda bisa membangun landasan-sebuah teori, kalau Anda suka berdasarkan prinsip-prinsip pembelajaran dan pengajaran bahasa kedua. Bab-bab sesudah ini **dirancang** untuk membantu Anda memahami konsep-konsep dan isu-isu relevan dalam SLA dan merumuskan **pendekatan** semacam itu.

APPENDICES 4

DOCUMENTATION OF RESEARCH

1. A copy of Brown's book in English and Indonesia

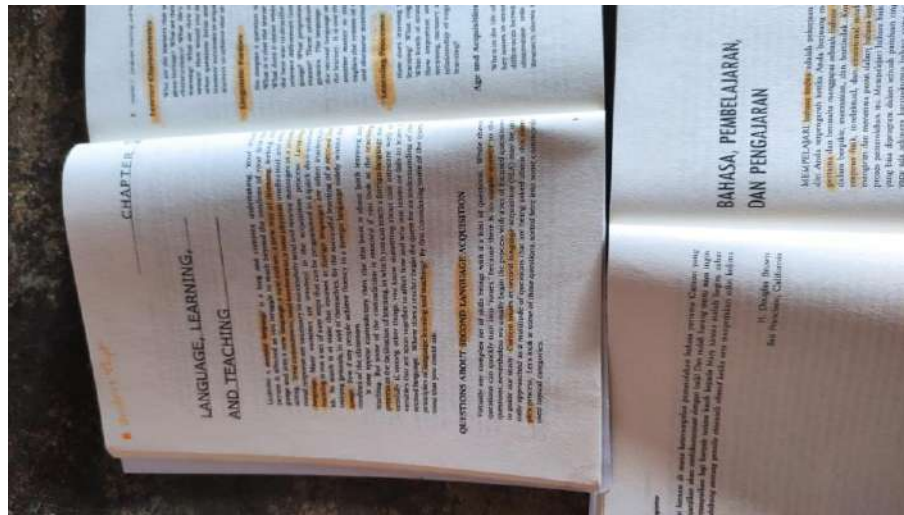


2. The Process of Data Collection



3. The Process of Data Analysis






4. The Process of Data Summarized



APPENDICES 5

12/21/22, 7:38 AM Bimbingan Skripsi



IAIN
METRO

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

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

Nomor : B-5789/In.28.1/J/TL.00/12/2022
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Trisna Dinillah Harya (Pembimbing 1)
 (Pembimbing 2)
 di-
 Tempat
Assalamu'alaikum Wr. Wb.

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


Nama	: DIVIA KHAIRUNITA
NPM	: 1801071013
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: ANALYSIS OF ENGLISH-INDONESIAN TRANSLATION SHIFT IN BROWN'S BOOK

Dengan ketentuan sebagai berikut :

- Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
- Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
- 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, 20 Desember 2022
 Ketua Jurusan,

Andianto M.Pd
 NIP 19871102 201503 1 004

<https://sismik.metrouniv.ac.id/v2/page/mahasiswa/bimbingan/mhs-daftar-bimbinganskripsi1-qrcode.php> 1/2

APPENDICES 6



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

Nomor : B-4480/In.28/J/TL.01/10/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
REKTOR IAIN METRO IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **DIVIA KHAIRUNITA**
NPM : 1801071013
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris
Judul : ANALYZING MISRECOGNITION INDONESIAN WORDS TO
ENGLISH WORD IN GOOGLE TRANSLATION

untuk melakukan prasurvey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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


Wassalamu'alaikum Wr. Wb.

Metro, 12 Oktober 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

APPENDICES 7


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-4585/In.28.1/J/TL.00/10/2021

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 : Divia Khairunita
 NPM : 1801071013
 Jurusan : Tadris Bahasa Inggris (TBI)
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
 Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"ANALYZING MISRECOGNITION INDONESIAN WORDS TO ENGLISH WORD IN GOOGLE TRANSLATION"** 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, 24 Oktober 2022
Ketua Jurusan TBI




Andianto, M.Pd
NIP.19871102 201503 1 004

APPENDICES 8

12/21/22, 7:42 AM

IZIN RESEARCH

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI METRO
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 Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5806/In.28/D.1/TL.00/12/2022
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA PRODI TADRIS BAHASA
INGGRIS IAIN METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5805/In.28/D.1/TL.01/12/2022, tanggal 20 Desember 2022 atas nama saudara:


Nama : **DIVIA KHAIRUNITA**
 NPM : 1801071013
 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 TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ANALYSIS OF ENGLISH-INDONESIAN TRANSLATION SHIFT IN BROWN'S BOOK".

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

Wassalamu'alaikum Wr. Wb.

Metro, 20 Desember 2022
 Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003


<https://sismik.metrouniv.ac.id/v2/page/mahasiswa/mhs-dafar-research1-qrcode.php>

1/1

APPENDICES 9

12/21/22, 7:43 AM

SURAT TUGAS



IAIN
METRO

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

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

SURAT TUGAS

Nomor: B-5805/In.28/D.1/TL.01/12/2022

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

Nama : **DIVIA KHAIRUNITA**
NPM : 1801071013
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Untuk :


1. Mengadakan observasi/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ANALYSIS OF ENGLISH-INDONESIAN TRANSLATION SHIFT IN BROWN'S BOOK".
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 : 20 Desember 2022

Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

<https://sismik.metrouniv.ac.id/v2/page/mahasiswa/mhs-dafter-research2-qr-code.php>
1/1

APPENDICES 10



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 UNIT PERPUSTAKAAN

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41507; Faks (0725) 47206; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
 Nomor : P-992/In.28/S/U.1/OT.01/06/2023

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

Nama : Divia Khairunita
 NPM : 1801071013
 Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071013

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, 23 Juni 2023
 Kepala Perpustakaan



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

APPENDICES 11



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

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

SURAT KETERANGAN 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 : DIVIA KHAIRUNITA
NPM : 1801071013
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, 21 Juni 2023
Ketua Jurusan TBI

Andianto, M.Pd
201503 1 004

APPENDICES 12

**AN ANALYSIS OF ENGLISH-
INDONESIAN TRANSLATION
SHIFT IN BROWN'S BOOK**

by Divia Khairunita 1801071013

Submission date: 21-Jun-2023 05:27PM (UTC+0700)

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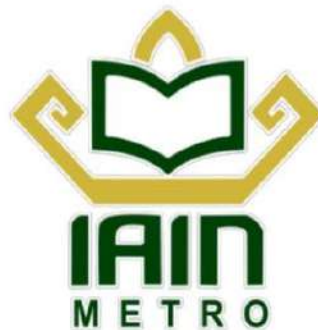
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AN UNDERGRADUATE THESIS
AN ANALYSIS OF ENGLISH-INDONESIAN TRANSLATION
SHIFT IN BROWN'S BOOK

By:

DIVIA KHAIRUNITA
Student Number: 1801071013



TARBIYAH AND TEACHERS TRAINING FACULTY ENGLISH
EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPENDICES 13


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IAIN METRO

Nama : Divia Khairunita Jurusan : Tadris Bahasa Inggris
 NPM : 1801071013 Semester: IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
		I		
1.	2/2022 /09	Trisna Dinillah Harva, M.Pd	Bimbingan Bab I	
2.	14/2022 /09	Trisna Dinillah Harva, M.Pd	Bimbingan Bab II	
3.	22/2022 /09	Trisna Dinillah Harva, M.Pd	Bimbingan Bab III	
4.	28/2022 /09	Trisna Dinillah Harva, M.Pd	Acc Bab 1, 2, 3	

Ketua Jurusan TBI Pembimbing Skripsi
 
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Nama : Divia Khairunita

Jurusan : Tadris Bahasa Inggris

NPM : 1801071013

Semester: IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
		I		
	15/12 2022	Trisna Dinillah Harva	APD	
	16/12 2022	Trisna Dinillah Harva	ACC APD	

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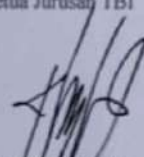
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No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
		1		
1.	18/12 21/12 23/12 26/12 2022	Trisna dinillah harya, M.Pd	Bimbingan bab 4 revisi tabel bimbingan bab 5 revisi bimbingan bab 4.2.5	

Metro, 8 November 2021

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CURRICULUM VITAE



This undergraduate research are written by Divia Khairunita. She was born in Metro, April 24th 23 years ago. She was born from a couple named Syamsudin and Sulastri. Her birthplace and address is still in West Hadimulyo, 22 in the middle of Metro City.

She started her education at Metro as well. Her elementary School is SDN 11 Central Metro. Then, she continued in SMPN 3 Metro and going to SMAN 3 Metro. After graduated from high school, she continued her study on States Institute for Islamic Study of Metro, majoring English Education.