

**AN ANALYSIS OF LEVEL SHIFT AND INTRA-SYSTEM
SHIFT OF TRANSLATIONS IN THE BILINGUAL
BIOLOGY BOOK FOR SMA/MA**

THESIS



**By:
Hotma Rouli Johanna Siregar
141210048**

**ENGLISH DEPARTMENT
FACULTY OF SOCIAL AND HUMANITIES
PUTERA BATAM UNIVERSITY
YEAR 2018**

**AN ANALYSIS OF LEVEL SHIFT AND INTRA-SYSTEM
SHIFT OF TRANSLATIONS IN THE BILINGUAL
BIOLOGY BOOK FOR SMA/MA**

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana

Sastra



**By:
Hotma Rouli Johanna Siregar
141210048**

**ENGLISH DEPARTMENT
FACULTY OF SOCIAL AND HUMANITIES
PUTERA BATAM UNIVERSITY
YEAR 2018**

SURAT PERNYATAAN ORISINALITAS

Yang bertanda tangan di bawah ini saya:

Nama : Hotma Rouli Johanna Siregar

NPM/NIP : 141210048

Fakultas : Humaniora

Program Studi : Sastra Inggris

Menyatakan bahwa “**Skripsi**” yang saya buat dengan judul:

AN ANALYSIS OF LEVEL SHIFT AND INTRA-SYSTEM SHIFT OF TRANSLATIONS IN THE BILINGUAL BIOLOGY BOOK FOR SMA/MA

Adalah hasil karya sendiri dan bukan “duplikasi” dari karya orang lain. Sepengetahuan saya, didalam naskah Skripsi ini tidak terdapat karya ilmiah atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali yang secara tertulis dikutip di dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila ternyata di dalam naskah Skripsi ini dapat dibuktikan terdapat unsur-unsur PLAGIASI, saya bersedia naskah Skripsi ini digugurkan dan gelar akademik yang saya peroleh dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku.

Demikian pernyataan ini saya buat dengan sebenarnya tanpa ada paksaan dari siapapun.

Batam, 13 March 2018

Yang membuat pernyataan,

Materai Rp6.000,00

Hotma Rouli Johanna Siregar

141210048

DECLARATION OF THE THESIS ORIGINALITY

I, Hotma Rouli Johanna Siregar, NPM No.141210048

Hereby declare that the thesis entitled:

AN ANALYSIS OF LEVEL SHIFT AND INTRA- SYSTEM SHIFT OF TRANSLATIONS IN THE BILINGUAL BIOLOGY BOOK FOR SMA/MA

Is the real work of myself and I realize that thesis has never been published in other media before, partially or entirely, in the name of mine or others.

Batam, 13 March 2018

Hotma Rouli Johanna Siregar

141210048

**AN ANALYSIS OF LEVEL SHIFT AND INTRA-
SYSTEM SHIFT OF TRANSLATIONS IN THE
BILINGUAL BIOLOGY BOOK FOR SMA/MA**

By:

Hotma Rouli Johanna Siregar

141210048

THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Sastra**

The thesis has been approved to be examined on the date as indicated below

Batam, 13 March 2018

Alpino Susanto, S.Pd, M.M.

1011017101

ABSTRAK

Perkembangan ilmu pengetahuan dan teknologi saat ini kebanyakan berasal dari luar negeri. Untuk itu, agar dapat memahami dan mengikuti perkembangan dibutuhkan adanya terjemahan. Penelitian ini bertujuan untuk menganalisa terjadinya pergeseran tingkatan dan pergeseran intra-sistem pada terjemahan dalam buku biologi bilingual untuk SMA/MA kelas X oleh Nunung Nurhayati. Hal ini bertujuan untuk menggambarkan istilah-istilah teknis pada bidang biologi dan menggambarkan tentang dampak perubahan kompleksitas tata bahasa pada pemindahan makna. Penelitian ini merupakan terjemahan dari dua bahasa yang meliputi teks pada bahasa Inggris sebagai bahasa sumber dan bahasa Indonesia sebagai bahasa target. Adapun metode yang digunakan peneliti dalam penelitian ini yaitu penelitian deskriptif kualitatif. Dalam pengumpulan data, metode yang digunakan adalah metode observasi dan menggunakan teknik catat. Sementara pada proses analisis data, peneliti menggunakan metode kualitatif deskriptif dan menggunakan teknik analisis konten. Kemudian dalam metode penyajian hasil data, peneliti menggunakan metode informal karena peneliti hanya menggunakan kata-kata dalam mendeskripsikan hasil penelitian. Sumber data pada pergeseran tingkat dan pergeseran intra-sistem ini diambil dari buku biologi bilingual untuk SMA/MA kelas X oleh Nunung Nurhayati. Instrumen penelitian pada penelitian ini adalah peneliti sendiri. Hasil penelitian ini menunjukkan bahwa terdapat banyak data yang mengandung pergeseran tingkat dan pergeseran intra-sistem. Peneliti juga membandingkan antar kalimat dari bahasa sumber dan bahasa target. Frekuensi terbanyak pada pergeseran tingkat dan pergeseran intra-sistem adalah pergeseran intra-sistem yang terdapat 18 data kasus dari total 32 data. Hal ini berarti makna pada bahasa sumber ditransfer sebanyak mungkin dalam bahasa target. Dari penjelasan tersebut diatas, dapat disimpulkan bahwa pergeseran digunakan untuk membuat kesesuaian, untuk mendapatkan terjemahan yang lebih jelas dan alami.

Kata Kunci : Pergeseran Terjemahan, Pergeseran Tingkat, Pergeseran Intra-sistem

ABSTRACT

The development of science and technology today mostly comes from abroad. Therefore, in order to understand and follow the developments, there are needed translations. This research aims to analyze the occurrence of a level shift and an intra-system shift in translation in Bilingual Biology Book *Untuk SMA/MA Kelas X* written by Nunung Nurhayati. It also aims to describe the biology technical terms and the impacts of grammatical complexity change on the meaning on transferring messages. This research is in bilingual translation which includes English text as the source language and Bahasa Indonesia text as the target language. The method that used by the researcher in this research is a descriptive qualitative research. In data collection, the method used is an observation method and using the note-taking technique. While in the process of data analysis, the researcher uses a descriptive qualitative methods and using content analysis techniques. Then, in the method of presenting result of data, the researcher uses an informal method because the researcher only uses words in describing the results of the research. The data source of level shift and intra-system shift is taken from the Bilingual Biology Book. The researcher analyzed the occurrence of level shift and intra-system shift in the bilingual biology book for SMA/MA *Untuk SMA/MA Kelas X* written by Nunung Nurhayati. The instruments of this research is the researcher. The result of the research shows that there are many data which contain level shift and intra-system shift. The researcher also compared sentence to sentence between the source language and the target language. The most frequency of level shift and intra-system shift are intra-system shift which constitute 18 cases from the total number of 32 data. It means that the messages of the source language are transferred as equally as possible in the target language. From the explanations above, it can conclude that shift are used to make appropriate, to get clearer and natural translation.

Keywords: Translation Shift, Level Shift, Intra-system

MOTTO AND DEDICATION

God says "Those who hope in Me will not be disappointed".

(Isaiah 49:23)

Before you start anything, learn how to finish it

(Unknown)

You're only a fool if you give up

(Aladdin)

I dedicated this thesis to:

My beloved; my parents who always loving and supporting me, I'm proud of
being their daughter (*Papi: P.M.Siregar and Mami: Dorlyna Pakpahan*)

My lovely brother (*Ferry Fajar Raffles Siregar*)

My beloved friends (*Diana Yesicca Pasaribu, Leo, Fernando E.P, Yenny Fitri
Lubis, Veny Gresia Br Ginting, Good Noverman Gea, Fitriawati, Andar Marisi
Rajagukguk, Yuli Sabet Manurung, Putri Ayu Juniasih*) Thank you so much for
always supporting, helping, and caring me, love you all!

All of my friends in UPB 2018

"I love them so much"

ACKNOWLEDGMENT

All praise to the Lord is a merciful and compassionate researcher who has been in completing this thesis entitled “An Analysis of Level Shift and Intra-System Shift of Translations in The Bilingual Biology Book For SMA/MA”. The researcher would like to say thanks to my beloved father and mother for the love inspiring and blessing given her endlessly in taking this undergraduate program. The researcher wishes to express her gratitude and appreciation to Mr. Alpino Susanto, S.Pd, M.M. as my supervisor who has contributed his ideas and time in arranging this thesis.

Furthermore, the researcher would like to express here sincere gratitude to all people who involve both directly and indirectly especially to:

1. Dr. Nur Elfi Husda, S.Kom., M.SI., Rector of Putera Batam University
2. Suhardianto, S. Hum., M.Pd., Decan of Faculty of Putera Batam University
3. Afriana, S.S., M.Pd., M.Hum as head of English Department of Putera Batam
4. All lecturers of English Department, for their knowledge, motivation, and suggestion during my study at Putera Batam University
5. All of the friends who are studying at Putera Batam University which have given spirit and friendship to the researcher.

May The Lord is given mercy, peace, and love for them. Amen.

Batam, 13 March 2018

Hotma Rouli Johanna Siregar

141210048

TABLE OF CONTENTS

	Page
COVER PAGE	
TITLE PAGE	i
SURAT PERNYATAAN	ii
DECLARATION	iii
APPROVAL PAGE	iv
ABSTRAK	v
ABSTRACT	vi
MOTTO AND DEDICATION	vii
ACKNOWLEDGMENT	viii
TABLE OF CONTENT	ix
CHAPTER I INTRODUCTION	
1.1. Background of the Research.....	1
1.2. Identification of the Problem.....	3
1.3. Limitation of the Problem	3
1.4. Formulation of the PobleM	4
1.5. Objective of the Research.....	4
1.6. Significance of the Research	5
1.7. Definition of Key Terms	5
CHAPTER II REVIEW OF RELATED LITERATURES AND THEORETICAL FRAMEWORK	
2.1. Translation	6
2.2 Types of Translation	9
2.2.1 Categories of Translation in Terms of Extend.....	9
2.2.2 Categories of Translation in Terms of Level.....	10
2.2.3 Categories of Translation in Terms of Ranks	10
2.3 Process of Translation.....	11
2.4 Translation Shift.	12
2.4.1 Level Shift.....	13
2.4.2 Category Shift.....	18
2.4.2.1 Structure Shift	14
2.4.2.2 Class Shift	14
2.4.2.3 Unit Shift	15
2.4.2.4 Intra-System Shift	15
2.5 Previous study.....	16
2.6 Theoretical Framework	19
CHAPTER III METHOD OF RESEARCH	
3.1. Research Design.....	21
3.2. Object of the Research.....	22
3.3. Method of Collecting Data	23
3.4. Method of Analyzing Data	24
3.5. Method of Presenting Research Result	25

CHAPTER IV RESEARCH ANALYSIS AND FINDING

4.1. Research Analysis	26
4.1.1 Data Analysis.	26
4.1.2 Level Shift.....	27
4.1.2.1 Data 1 of Level Shift.....	27
4.1.2.2 Data 2 of Level Shift.....	28
4.1.2.3 Data 3 of Level Shift.....	29
4.1.2.4 Data 4 of Level Shift.....	29
4.1.2.5 Data 5 of Level Shift.....	30
4.1.2.6 Data 6 of Level Shift.....	31
4.1.2.7 Data 7 of Level Shift.....	32
4.1.2.8 Data 8 of Level Shift.....	33
4.1.2.9 Data 9 of Level Shift.....	34
4.1.2.10 Data 10 of Level Shift.....	35
4.1.2.11 Data 11 of Level Shift.....	36
4.1.2.12 Data 12 of Level Shift.....	37
4.1.2.13 Data 13 of Level Shift.....	38
4.1.2.14 Data 14 of Level Shift.....	39
4.1.3 Intra-system Shift.	40
4.1.3.1 Data 1 of Intra-system shift.....	40
4.1.3.2 Data 2 of Intra-system shift.....	41
4.1.3.3 Data 3 of Intra-system shift.....	42
4.1.3.4 Data 4 of Intra-system shift.....	43
4.1.3.5 Data 5 of Intra-system shift.....	44
4.1.3.6 Data 6 of Intra-system shift.....	45
4.1.3.7 Data 7 of Intra-system shift.....	46
4.1.3.8 Data 8 of Intra-system shift.....	47
4.1.3.9 Data 9 of Intra-system shift.....	48
4.1.3.10 Data 10 of Intra-system shift.....	49
4.1.3.11 Data 11 of Intra-system shift.....	50
4.1.3.12 Data 12 of Intra-system shift.....	50
4.1.3.13 Data 13 of Intra-system shift.....	52
4.1.3.14 Data 14 of Intra-system shift.....	53
4.1.3.15 Data 15 of Intra-system shift.....	54
4.1.3.16 Data 16 of Intra-system shift.....	55
4.1.3.17 Data 17 of Intra-system shift.....	56
4.1.3.18 Data 18 of Intra-system shift.....	57
4.2. Research Finding	58

CHAPTER V CONCLUSION AND SUGGESTION

5.1. Conclusion.....	61
5.2. Suggestion.....	63

REFERENCES	64
-------------------------	-----------

APPENDICES

Lampiran 1. Daftar Riwayat Hidup

Lampiran 2. Surat Keterangan Penelitian

Lampiran 3. Objek Penelitian

LIST OF FIGURE

	Page
Figure 2.6 Theoretical Framework	21
Figure 4.2.1 Translation Shift.....	48
Figure 4.2.2 Level Shift	49
Figure 4.2.3 Intra-system Shift	50

CHAPTER I

INTRODUCTION

1.1 Background of the research

Nowadays, the development of technology is very rapid. It can be seen from the many users of information technology in various fields, especially internet and other users. The technology is mostly from outside of Indonesia so that to assist the development of technology in Indonesia cannot be separated from the services of translators. English as the most popular language in the world that gives the important contribution in science especially in the biology. The technical terms of biology are very important to understand because it can improve the knowledge of students. But in fact, not all the students get the point because they do not understand English. It can be a problem because the content in the science books especially biology book can not be conveyed well to the students due to the lack of understanding English.

According to Herman, Pd (2014) as cited by Munday (2000) the term translation itself has several meanings: it can refer to the product and the process in. The definition of a translation itself is an interpretation from two or more different languages. The translation is closely related to translation shift because translation shift is one of the parts of translation.

Translation has many difficulties to know it. One difficulty in translation stems from the fact that most words have multiple meanings. Because of this fact, a translation based on a one-to-one substitution of words is seldom acceptable. It

is identified that there are three types of translation difficulties: first, distinguishing between general vocabulary and specialized terms. Second is distinguishing between various meanings of a word of general vocabulary. The last, taking into account the total context, including the intended audience and important details such as regionalisms. Besides that, one of the theories of translation is translation shift. Shifts in translation mean shifting from formal correspondence in the process of moving text from the source language to the target language in order for the translation to be received.

Based on the explanation above, the researcher is interested to analyze the level shift and intra-system shift in the source language (SL) and target language (TL) because there are many difficulties to understand the meaning of biology technically terms in English. Then, there are the impacts of grammatical complexity change on the meaning of the source language into target language on transferring messages of the source language into target language. The researcher takes the data from the Bilingual biology book because the book is using by many students in understanding of biology. Therefore, the researcher interested to use this book as the object of the research. Besides that, the researcher focuses to the 10th class book of *Biologi Bilingual Untuk SMA/MA* because according to the Gramedia and Yrama Widya publisher site, this book is the one of the best seller book in 2010.

From the phenomena above, the researcher analyzes about sentences that are categorized as level shift and intra-system shift and the influences of level shift and intra-system shift on transferring messages of the source language to target

language. English as a source language for knowledge spreads many ideas and information to us. Meanwhile, to obtain much information, as the learner must understand the meaning of sentences in the science.

1.2 Identification of the Problem

Based on explanation of background of this research above, the researcher identifies the problems as follows:

1. The level shift that appeared in the *Biologi Bilingual Untuk SMA/MA Kelas X* by Nunung Nurhayati .
2. The category shift is divided into four types that are appeared in the *Biologi Bilingual Book Untuk SMA/MA Kelas X* by Nunung Nurhayati.

1.3 Limitation of the Problem

Based on the identification of the problem, the researcher concerns and limits the analyzing problems in order to focus the topic of the research. Considering to the limitation of the time in conducting this research, the researcher limits the problems as follows:

1. The sentences that are categorized as level shift in the *Bilingual Biology Book Untuk SMA/MA Kelas X* by Nunung Nurhayati.
2. The sentences that are categorized as category shift in the *Bilingual Biology Book Untuk SMA/MA Kelas X* by Nunung Nurhayati. In this case, the analysis is focused into intra-system shift.

1.4 Formulation of the Problem

The researcher finds some problems in the level shift and intra-system shift, the formulation of the problems as follows:

1. How is level shift that occurs in the sentences of English-*Bahasa* Indonesia in Bilingual Biology Book *Untuk SMA/MA Kelas X* by Nunung Nurhayati?
2. How is intra system shift that occurs in the sentences of English-*Bahasa* Indonesia in Bilingual Biology Book *Untuk SMA/MA Kelas X* by Nunung Nurhayati?
3. What is the dominant of translation shift in the Bilingual Biology Book *Untuk SMA/MA Kelas X* by Nunung Nurhayati?

1.5 Objectives of the Research

Related to the formulation of the problems, the objectives of the research are proposed as follows:

1. To analyze the sentences that are categorized as level shift in Bilingual Biology Book *Untuk SMA/MA Kelas X* by Nunung Nurhayati.
2. To analyze the sentences that are categorized as intra-system shift in Bilingual Biology Book *Untuk SMA/MA Kelas X* by Nunung Nurhayati.
3. To identify the dominant of translation shift in the Bilingual Biology Book *Untuk SMA/MA Kelas X* by Nunung Nurhayati.

1.6 Significance of the Research

The results of this research hopefully can contribute benefits as follows:

1. Theoretically, this research could guide people as the references to provide knowledge about translation shift, especially level shift and intra-system shift for student who study translation in English Department.
2. Practically, this research can be implied directly to understand the translation shift that occurs in the science, especially in the biology book.

1.7 Definition of Key Term :

The key terms in the research are:

Level Shift : That a SL item at one linguistic level (grammar or lexis) has a TL translation equivalent at a different level (grammar or lexis).

Intra-system : When translation involves selection of a non-corresponding term in the TL system (SL singular to TL Plural).

Translation : The process of translating words or text from one language into another.

CHAPTER II

REVIEW OF THE RELATED LITERATURES AND THEORETICAL FRAMEWORK

In this particular chapter contains all referents that related to literatures and theoretical framework. The discussion covers the translation, types of translation, process of translation, translation shift, previous study and theoretical framework.

2.1 Translation

The phenomenon of rapid development of science and technology today that generally comes from abroad making use of foreign languages, especially English language often encounter. It means that the translation needs to able to better understand the foreign language. Language translation is a shift in language that occurs from one language to another language. The translation is closely related to translation shift. This is supported by Catford as the first initiator of a translation shift that he states the translation is the replacement of textual material in one language (Source Language or SL) by equivalent textual material in another language (Target Language or TL).

A similar opinion about translation is also delivered by Bell (1991) in Nugrahani, n.d (2013). He says that the term translation can be meant as the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences. Translation is also as the replacement of a representation of a text in one language

by a representation of an equivalent text in a second language. On the other hand, translation is the transmittal of written text from one language into another.

From both opinions above, it can be concluded that translation that the main point of translation is to transfer the message of the source language into the target language with the closest natural equivalence. Translators can change the form of the target language to get natural translation, but they have to make sure that the original message is kept as equivalent as possible. Catford (1965) states that the meaning of shift the departure from formal correspondence in the process of going from the source language to the target language. The word 'formal' in formal correspondence comes from the word 'forms', it can be referred to the linguistic form and it can be identified as any TL categories.

A formal correspondence is defined as any TL categories (unit, class, structure, element of structure, etc) which can be said to occupy, as nearly as possible. According to Alzuhdy, n.d (2014), Catford also states that formal correspondence refers to the similarity of linguistic categories within two different languages, being able to exchange places in the "same position". According to Cyrus (2009) as cited by SnellHornby (1990), translation study is "clearly defined as a sub-discipline of applied linguistics" and it was then that the concept of equivalence became a key concept of translation studies. Drawing up correspondences between two linguistic systems was one of the central tasks during this time. However, due to the incommensurability of linguistic systems, actual translations always involve shifts, which "result from attempts to deal with systemic differences".

Based on Cyrus (2009) as cited by Bakker *et al.* (1998) states that there are many theories of translation at the time also included a systematisation of such translation shifts. According to Hosseini-maasoum (2013), Catford considers equivalence as the basis upon which source language textual material is replaced by a target language textual material. In Catford's model, this can be achieved through either formal correspondence or textual equivalence. Formal correspondence implies a comparison between the language systems but not of specific source text-target text pairs. When formal correspondence is not possible, Catford suggests aiming for textual equivalence, which can be carried out through the translation shifts.

Although the terms *translation* and *interpretation* are often used interchangeably, by strict definition, translation refers to the written language, and interpretation to the spoken word. Translation is the action of interpretation of the meaning of a text, and subsequent production of an equivalent text, also called a translation, that communicates the same message in another language. The text to be translated is called the source text, and the language it is to be translated into is called the target language; the final product is sometimes called the "target text." Translation must take into account constraints that include context, the rules of grammar of the two languages, their writing conventions, and their idioms. In interpretation of the translation also have many misconceptions in two or more languages.

A common misconception is that there exists a simple word-for-word correspondence between any two languages, and that translation is a

straightforward mechanical process. A word for word translation does not take into account context, grammar, conventions, and idioms. Translation doesn't only have a common misconception, but also it also has some categorized.

According to Kantiastuti (2014) as cited by Venuty (2006) categories of translations can be divided into three types, they are intra-lingual translation, inter-lingual translation, and inter-semiotic translation. Intra-lingual translation is translation within the same language, which can involve rewording or paraphrase. Inter-lingual translation is translation from one language to another. The last is inter-semiotic translation is translation of verbal sign by a non-verbal sign, for example music or image. Catford (1965) states that the meaning of shift the departure from formal correspondence in the process of going from the source language to the target language.

2.2 Types of Translation

According to Kantiastuti (2014) as cited by Catford (1978), there are three different categories in the translation in terms; the terms extend, levels and ranks. The following paragraph will explain those categories of translation.

2.2.1 Categories of Translation in terms of extend

- a. Full translation, it is a translation in which every part of the source language text is replaced into the target language text material.

- b. Partial translation, it is a translation in which some parts or parts of the source language text are replaced by target language text material, while the rest part(s) is kept the same as the original text.

2.2.2 Categories of translation in terms of levels

- a. Total translation, the replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology/graphology by (non-equivalent) TL phonology/graphology.
- b. Restricted translation, the replacement of SL textual material by equivalent TL textual material, at only one the level, either in grammar or in lexis.
- c. Phonological translation, translation source language phonology is replaced by equivalent target language phonology, but there are no other replacements except such grammatical or lexical changes as may result accidentally from phonological translation.
- d. Graphological translation, translation source language graphology is replaced by equivalent target language graphology, with no other replacements, except, again, accidental changes.

2.2.3 Categories of translation in terms of ranks

- a. Rank-bound translation, an attempt is made always to select TL equivalents at the same rank.

- b. A free translation is always unbounded equivalences shunt up and down the rank scale, but tend to be at the higher ranks, sometimes between larger units than the sentence.
- c. Word-for-word translation is essentially rank-bound at word-rank (but may include some morpheme-to-morpheme equivalences).
- d. Literal translation may start, as it were, from a word-forword translation, but then make changes in conformity with 11 the TL grammar (inserting additional words, changing structures at any rank, etc.), and this may make it a group-to-group or clause-to-clause translation.

2.3 Process of Translation

The translators transfer the meaning from source language to target language when doing the translation activity. But, the translation is not only about changing the meaning in the word or sentence. Besides understanding what the translation is and what should be produce in translation, the translators should know the process of translation is. Catford (1965) gives the idea on shift, namely “The change of formal structure of the source language into the target language”. It is supported by in Kantiastuti (2014) as cited by Nida in Hatim (2001), she states that the process of translation consists of three stages, there are analysis, transfer and restructuring. In analyzing, the translator analyzes the source text in terms of the grammatical relationship and the meaning of the word and combinations of the word. The goal of analysis of the source text is a full comprehension of the message which is intended to convey. Then the analyzed

material is transferred in the mind of translator from the source language to the target language. After that, in the restructuring step the transferred material is restructured to make the final acceptable message in the target language. The important aim of the restructuring process is to ensure that the impact, which the translation is to have on its intended receptors, is similar to what the source text has intended. According to (Waliński) as cited by Baker (2011), a translation process is associated with equivalence and a division between literal and free translation strategies, where the literal generally refers to the translation of the target text by following individual word of the source text as closely as possible.

2.4 Translation Shift

Translation is not only the transferring something written in source language. Shift represents some changes occurring in a translation process. Translation shifts occur both at the lower level of language, for example the lexicogrammar, and at the higher thematic level of text. Translation shift is a translation method that involves replacing the source language elements into the target language without changing the meaning. J.C.Cartford (1965) divides the major types of shifts occur: level shift and category shift. Then, there are four kinds of category shifts: structure shift, unit shift, class shift, and intra-system shift. In addition to the two types of shift, based on Olf (2017) as cited by Simatupang in *Pengantar Teori Terjemahan* (2000) suggests another type of shifts in the level of semantic: meaning shifts. As shift is a procedure of translation where some structural aspects of the text from the SL is changed in order to be

more acceptable in the TL, it can be concluded that meaning shift is the change of the semantic aspect of the SL text to be more acceptable and understandable in the TL. Meaning shifts occur because of the culture and viewpoint gaps between the SL and TL users. Thus, it is not always possible to transfer a text wholly with the exact same meaning from one language to another and meaning shifts take place in that gap. Meaning shift itself is divided again into two types: the one from general meaning to the specific meaning and *vice versa* as well as the meaning shift that is caused by sociocultural factors.

2.4.1 Level shift

Level shifts are the shifts from grammar to lexis according to Cardford in Alzuhdy, n.d (2014). It means that a grammatical unit in one language, such as the tenses of time reference, the passive meaning in a sentence, etc., has a lexical unit in another language as its translation equivalent. The tenses of time reference applied in both of examples, for the first example is “Paul has stopped eating” and its translation *Paul sudah berhenti makan*. The form “*has...ed*” in the grammatical form of “have+V3” as a unit in English grammar showing perfective is translated into Bahasa Indonesia by the lexis *sudah*.

The second example is “I am working hard” and it is translated into *Saya sedang bekerja keras*. Based on the second example, the text in the source language is found that the grammatical item *tobe+ -ing* (pattern of present Continuous Tense in English) in the source language is translated into *sedang* in target language. Therefore, the level shift in the translation is indicated by

grammar in the source language which is translated into lexis in the target language. From both examples, it can be concluded that level shift can be identified from Perfect Tense and Continuous tense patterns.

2.4.2 Category Shift

Category shift as the second type of translation shift are departure from formal correspondence to get form of equivalences between source language and target language Alzuhdy, n.d (2014). Category shift occurs when there is a change or translation shift from formal correspondence, from an equivalent form between the source language and the target language. In this case there is no need for any shifting, because each word in the source language and target language has a correspondingly formal correspondence. However, there is a more common occurrence of changes or shifts to achieve correspondence between the source language and target language. Category shift can be divided into four subtypes there are structure shift, class shift, unit shift, and intra-system shift.

2.4.2.1 Structure Shift

The first subtype of category shift is structure shift. Structure shift is the changing of words order in a sentence. It involves a change in grammatical structure between the source language and target language. According to Catford (1965) in grammar, structure shift can occur at all ranks. For example : “the red shoes” in English becomes *sepatu yang merah* in Bahasa Indonesia. Notice that there is a shift from MH (Modifier+Head) to HQ (Head+Qualifier). It can be seen

that the modifier “red” preceding the noun “shoes” is translated into qualifier *merah* (red) combined with *yang* (which).

2.4.2.2 Class Shift

Class shift as the second subtypes of category shift occurs when the translation equivalent of SL item is the member of a different class (part of speech) from the original item. Catford (1965) states that following Halliday, a class is that grouping of members of a given unit which is defined by operation in the structure of the unit next above. For example: “*medical* students” is translated into *mahasiswa kedokteran*. In this example, the adjective “medical” operating at M (Modifier) in the noun phrase structure of source language, is translated into a noun *kedokteran*, operating at Q (Qualifier) in the target language. From that example, the adjective changes into another class, that is a noun.

2.4.2.3 Unit Shift

The next subtype is unit shift. Catford (1965) states that the changes of rank (unit-shifts) are by no means the only changes of this type which occur in translation; there are also changes of *structure*, changes of *class*, changes of *term* in systems, etc. The language ranks may change among the morpheme, word, phrase/group, clause, to sentence, and sometimes even further up including paragraph and text. For example, the source expression “adept” becomes *sangat terampil*. In this example, a word (adept) is translated into a phrase (*sangat terampil*). It means that a lower rank changes into a higher rank.

2.4.2.4 Intra-system Shift

The fourth subtype is intra-system shift. Catford (1965) states that intra-system shift is the shift occurs internally, within a system, that is for those cases where the source language (SL) and target language (TL) possess systems which approximately correspond formally as to their constitution, but it does not occur when translation involves the selection of non-corresponding term in the target language (TL) system. Moreover, in each language, the system is one of two terms, they are singular and plural and these terms are also regarded as formally corresponding. For example, “Tourists pay attention to the exhibition” is translated into *wisatawan menaruh perhatian kepada pertunjukan itu*. From the example, it can be found that there is departure from the source language into target language. There is corresponding plural form for tourists through a repetition of the word *wisatawan* (*wisatawan-wisatawan*) in Indonesia, but the Indonesian language system shows it in a singular form *wisatawan*.

2.5 Previous Study

In the previous study, the researcher uses some researchers that related to this topic that may be able to support this research. The first is “Encouraging Students’ Independency To Write Through The Analysis of English-Indonesia Translation Shift in “The Luncheon” by Dewi (2016). She analyzes about some theoretical reflections about translational process and review about a short story “The Luncheon”. The result of this research shows that all types of shift are found in the translation of the short story. The most frequently-occurred shift is the

structure shift (56.9%). Further, the result of the analysis can be applied as a mean to teach English writing for college students that it deals with analyzing and comprehending both SL and TL grammatical system as one important aspects of writing. This is a qualitative descriptive research because the researcher provides the verbal description of the translation shift phenomenon occurred in the translation of “The Luncheon” by employing Catford’s classification of shifts. The object of this research is the original short story of “*The Luncheon*”. The key instrument of this research is the researcher herself. The researcher observes, identifies and classifies the shifts which are found in “*The Luncheon*” by employing Catford’s theory of translation shift.

In the first previous research above, the researcher found the similarities and the differences. The similarities are the researcher using the qualitative descriptive research and the key instrument of this research is the researcher herself. The differences are the researcher analyzes all the types of the translation shift. Besides that, the researcher only discuss about level shift and intra-system shift. Then, the researcher was taken the data in a short story entitled “The Luncheon” as an interesting media for some theoretical reflections about translational process.

Another study about translation is entitled *Category Shifts In the English Translation of Harry Potter and the Philosopher’s Stone Movie Subtitle into Indonesia (An Applied Linguistic Study)* written by Herman,Pd (2014). He analyzes about category shift in the English translation. This research is conducted in order to find out the shifts in movie subtitle of Harry Potter

especially for the Harry Potter and the Philosopher's stone Movie Subtitle into Indonesia. The data of this research were taken from the movie subtitle of Harry Potter from English into Indonesia by Togap. The data source was taken from the subtitles of Harry Potter and the Philosopher's stone movie. The writer analyzed the texts from subtitle and tried to find out the shifts in translation from Source Language (English) into Target Language (Indonesian) as the data to be analyzed. For the technique of collecting the data the writer chose one of them because the writer had analyzed and found that it was the best of all. The writer himself took the texts from subtitle and analyzed them based on the shifts. The data discussed above only 50 percent of 100 percentage of the subtitle as sample to be shown as analysis. They are chosen as sample due to show that there are shifts used to any subtitle, especially in the movie of Harry Potter and the Philosopher's stone. Finally, after analyzing the data, the second researcher found that the dominant category shifts used in the subtitle of Harry Potter and the Philosopher's stone movie subtitle is Unit Shift and the next dominant is structure shift. In the second previous research, the researcher also found the similarities and the differences. The similarity is the researcher uses the theory of Catford to analyze the data. The differences are the researcher analyzes about all the types of category shift, even the researcher only focus to one kind of category shift, intra-system shift. Another of differences are the researcher uses the qualitative descriptive research and quantitative research. Then, the data source was taken from the subtitles of Harry Potter and the Philosopher's stone movie.

2.6 Theoretical Framework

There is an existing theoretical framework in research as a guide for the researcher. Based on the researcher's observation, the researcher takes from the theory of Catford that has been mentioned above:

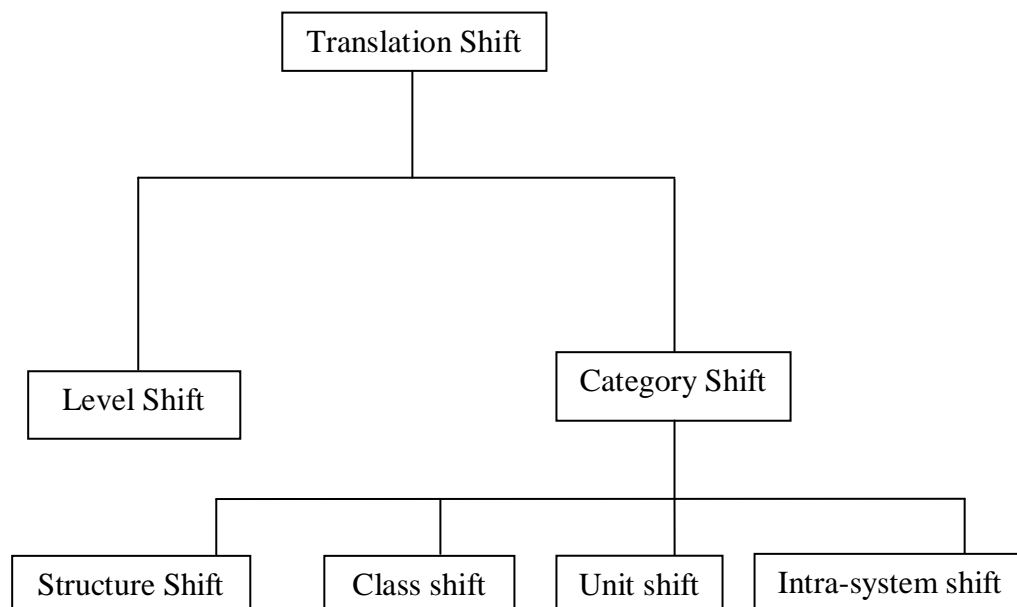


Figure 2.6 Theoretical Framework

Adopted from (Catford)

Based on the figure 2.6, the researcher preferences to theoretical framework because it is more often focus on the use of translation shift based on the characteristics in Biology Book Bilingual *Untuk SMA/MA Kelas X* by Nunung Nurhayati. Thus, the framework shows word formation process of translation shift which adopted from Catford (1965).

According to Catford, the translation shift consists into two types, they are level shift and category shift.

Catford (1965: 73) states that:

“By 'shifts' we mean departures from formal correspondence in the process of going from the SL to the TL .Two major types of'shift' occur: level shifts and category shifts”.

Then, the category shift is divided into four subtypes, they are structure shift, class shift, unit shift and intra-system shift.

Kantiastuti (2014: 2-3) as cited by Catford (1965) states that:

“The kinds of grammatical changes in category shifts include structure shift, class shift, unit shift, and intra-system shift”.

In this research, the researcher only focuses into two parts of the translation shifts, they are level shift and intra-system shift. Based on the theoretical framework above, the researcher is interested to analyze only two parts of translation shift, level shift and intra-system shift because there are many difficulties to understand the meaning of biology technical terms in English that related into those parts.

CHAPTER III

METHOD OF RESEARCH

In this chapter discusses the research method in conducting to this research. The discussion covers the research design, object of this research, method of collecting data, method of analyzing data and method of presenting result data.

3.1 Research Design

Every kind of researches is having design research where within research design, the researcher provided the method that has applied in the research itself and it used before collecting the data. This research moved from observation of phenomena is conducted by the writer, which is found in bilingual biology book. After observing the phenomena, the writer further deepens the phenomena contained in journals and books. Then, the writer makes the formulation of the problem followed by the determination of methods on data collection. After determining the appropriate method, the writer analyzes the data which is also followed by the presentation of data and the conclusion of data.

This research is a qualitative research. C.R Kothari (2004) also states that there are two kinds of research design; they are quantitative and qualitative research. Furthermore, in doing this research, the researcher uses qualitative descriptive method, in which the writer collects the data, analyzes them and draws the conclusion and the instrument used is the writer. This research is a qualitative research because it is studied through the explanation by using some words to

solve the problem. Qualitative research is a method that is used to measure the quality of the data regarding to the problem of the research. Qualitative research is concerned with the qualitative phenomenon. As the result of the data analysis was the descriptive phenomenon like words, phrase, clause and sentence. It would be connected to the semantic analysis.

3.2 Object of The Research

The object of the research is taken in the *Biologi Bilingual Untuk SMA/MA Kelas X* by (Nurhayati). The parts of chapters are completed with illustrations that relevant to the topic being discussed in order to help us to understand the corresponding concept more easily. At the end of each chapter, a summary and glossary are given as useful means of recalling what has been previously learned. In this research, the researcher selected the data based on the judgemental of the data that would be analyzed. The analysis will be focused on the words, phrases, and clauses in the text as the data. Besides that, this book is also one of the bilingual biology books for senior high school which is quite popular. It can be seen from the category of best seller in 2010 according to one of the big bookstore site, Gramedia and Yrama Widya Publisher site.

This book is written by Nunung Nurhayati. Nunung Nurhayati was born in Cimahi, 26th December 1979. She graduated as a bachelor degree majoring in biology education in faculty of mathematics and natural science at university of Pendidikan Indonesia in 2003. There are some books that she has been written and published are *1700 Bank Soal Biologi SMA/MA*, *Saat-saat Jelang Ujian Nasional*

SD-SMP-SMA, Buku Biologi Bilingual SMA/MA, Buku Biologi Bilingual SMP/MTs, Buku IPA Terpadu SMP/MTs, Buku Ringkasan dan Bank Soal Biologi SMP/MTs, Buku Ringkasan dan Bank Soal Fisika SMP/MTs, dan Buku Ringkasan dan Bank Soal Sains.

3.3 Method of Collecting Data

In collecting the data the researcher uses the selected observation (*observasi terseleksi*) method by Prof.Dr.Sugiyono (2011). In this step, the researcher focuses the found that makes the data is more detailed. By conducting a component analysis, the researcher has found a characteristic that is expected to find a deep understanding. The researcher collects data based on bilingual biology book *Untuk SMA/MA Kelas X* and the techniques applied is taking-note (*catat*) technique by Sudaryanto (2015). The steps in collecting the data can be seen from the following steps;

1. In the first step is selected the material (book) that would to analyze and the researcher chooses the Biology book bilingual *Untuk SMA/MA Kelas X* written by Nunung Nurhayati.
2. The second step is reading the book from chapter 1 until chapter 10.
3. The researcher pays attention to the English and Indonesia sentences in the Bilingual Biology Book *Untuk SMA/MA Kelas X* written by Nunung Nurhayati.

4. The researcher underlines every word, phrases, and clauses where translation shifts especially level shift and intra-system shift occur to be categorized and analyzed later.
5. Then, the data is taken from bilingual biology book which related to this research and write it in the paper.

3.4 Method of Analyzing Data

In this research, the researcher applies the *agih* method by Sudaryanto (2015) in analyzing data. Then, the techniques are dissipation (*lesapan*) technique to analyse a intra-system shift data and change the form (*ubah wujud*) to analyse a level shift by Sudaryanto (2015). Based on the authors's view, the researcher analyzes the data as folow :

1. First, the researcher collects the data by using transcribed the data.
2. Investigating each of the transcript and classify them based on the level shift and intra system shift as follow the instrument of the research above.
3. Compare the data both Indonesia and English.
4. Then, the researcher makes the qualitative analysis by giving interpretation of the utterance regarding to level shift and intra system shift.
5. After analyzing, the data analysis would be showed by words. The researcher used sentences in showing the data to make it clear and easier to understand.

3.5 Method of Presenting Result Data

After doing those steps above, the next step is presenting result data. According to Sudaryanto (2015) there are two methods of presenting the result data; they are formal and informal. In this research, the researcher uses informal presentation method. In this method, the researcher presents the result of data analysis by verbal description or explains word by word. The researcher presents the result of data analysis based on the purposes of the research to make the readers easily to understand.