

**CATEGORY SHIFT IN THE TRANSLATION OF THE NOVEL
THE ALCHEMIST BY PAULO COELHO
INTO INDONESIAN LANGUAGE**

SKRIPSI

*Submitted in partial fulfilment of requirements
for the degree of Sarjana Pendidikan
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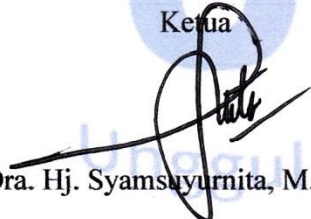
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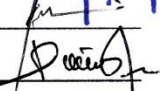
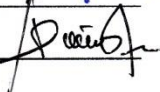

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ABSTRACT

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This research deals with the analysis of the category shift that found in the translation novel *The Alchemist* by Paulo Coelho in Indonesian language. The formulation of the problems for this study are some translations did not deliver the exact purpose from the author to the translated novel's readers and the use of category shift for the translators. The objectives of this study is to investigate 1) The types of category shift found in the translated novel *The Alchemist* and 2) The type of category shift that found dominantly, also 3) To find the reason why is that type of category shift is dominant. In conducting this study, the researcher was only focusing on the analysis of category shift in the translation novel *The Alchemist* and the data for this research is collected from the first 20 pages and the last 20 pages from the novel. In conducting this study the researcher was using descriptive qualitative method by (Matthew B. Miles, 2014). And used the technique of documents analysis by (Flick, 2007) for collecting the data. The researcher also used J.C. Catford's theory about translation shift. According to Catford, translation shift divided into two major part, which are level shift and category shift. In this study, the researcher only focused on second one. Category shift itself divided into four types again, namely; unit shift, class shift, structure shift and intra-system shift. Data collected was texts from selected pages as samples from both novel; the original one and the translation one. The result of this study showed that four types of category shift occurred. There were Class Shift (13%), Unit Shift (45%), Structure Shift (31%) Intra-System Shift (9%). And from the result we can see the dominant type that occurred is Unit Shift (45%).

Keywords: Category Shift, Translation Novel, Unit Shift, Structure Shift, Class Shift, Intra-System Shift.

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CHAPTER I

INTRODUCTION

A. Background of Study

People in the whole world create their own languages that will make them easier to understand each other especially in their own community, such as a country. From that case the diversity from any country's language to the other's appears. But, the diversity of these languages does not become matter anymore for people around the world to understand each other because of translation. With translation the people that need information from different language is already provided the information that had been translated into their languages. This statement also supported by the previous research that stated translation is an activity and a solution to overcome the issue of the people that need the information from the other languages (Sholekhah, 2019, p. 8). In this case, we can see that translation take a vital role and become one of the unit of communication (Lotfipour-Saedi, 1997, p. 188).

To remember that translation is one of the unit of communication, there are so many literature works including novel that has been translated into another language. For instance, English novel that translated into Indonesian language. But unfortunately some translations are not easy to understand, and sometimes make the readers even disappointed. Because there are some translations words that are not the exact meaning from the original language, it makes the translation less equivalent and the purpose from the author did not well delivered.

In translating novels, the translator often makes some necessary changes. When the source language in the original novel translated into target language in the translated novel cannot be translated just literally one word by one word, the translator has no other choice unless to make a shift translation. Especially in the translation novel *The Alchemist*. For instance: Source language: That was what made traveling **appeal** to him. Target language: *Itulah daya tarik berkelana baginya*. In the source language word “appeal” is functioned as an adjective. In the target language, it shifts into another class of word which is a noun, that is “*daya tarik*”. The translator could just translate it into “*Itulah yang membuat berkelana menarik baginya.*” Instead of “*Itulah daya tarik berkelana baginya*” which is not really deliver the purpose of the original text, where the word “made” did not translated and made the word “appeal” shifted into another class of word.

Translation shift is the changes that occur in the process of translating a text to the other language, it happens because of the translator’s choice either the difference of both languages (Fouad, 2019, p. 1). There are two major types of translation shift. They are level shift and category shift. Level shift is a shift from grammatical unit in target language. Meanwhile category shift is a shift that unbounded and rank-unbounded translation, which means the translation equivalence may take place in any appropriate rank whether it is a sentence, clause, phrase, word, or morpheme (Mason, 2005, p. 2).

From some of the translations that are not really deliver the author purpose to the readers trough *Sang Alkemis* the translated novel, the

researcher found it necessary to do a deep analysis about the other category shift in this novel. This research is aimed to explain deeply about category shift, that is why the researcher discussed about what types of category shift that found in the translation of the novel *The Alchemist*? And what is the dominant type of category shift that found in the translation of the *The Alchemist*? The data of this research is taken from the original novel of *The Alchemist* by Paulo Coelho and the translated *Sang Alkemis* by Tanti Lesmana (Coelho, Sang Alkemis, 2021).

B. Identification of the Problems

Based on the background of the study above, the researcher identified the problem of the research as follows;

1. Some translations did not deliver the exact purpose from the author to the reader of the translated novel.
2. The use of category shift in the translated novel.
3. The need of category shift theory for the translators.

C. Scope and Limitation

This research was only focused on analysing the four types of category shift, that are Unit Shift, Class Shift, Structure Shift and Intra-System Shift, from the novel *The Alchemist* and its translation into Indonesian *Sang Alkemis* by using Catford's theory the translation shift. The novel itself has 125 pages and 221 pages for its translation into Indonesian. For analysing the four types of category shift the researcher only collected the data from the

first 20 pages and the last 20 pages of the original novel and the translated novel, as the representative samples.

D. Formulation of the Study

In accordance to the background of the study, the researcher made the formulations for this study as follows;

1. What types of category shift found in the translation of the novel *The Alchemist* into Indonesian language?
2. What is the dominant category shift found in the translation of the novel *The Alchemist* into Indonesian language?
3. Why that type of category shift is dominant?

E. Objectives of the Study

In order to answer the formulation of the problems of the study, the researcher concluded the objectives of the study as follows;

1. To find out what types of category shift that used the translation of the novel *The Alchemist* into Indonesian language.
2. To find out the type of category shift that used dominantly in the translation of the novel *The Alchemist* into Indonesian language.
3. To find the reason why is this type of category shift is dominant.

F. The Significance of the Study

The findings of the research are expected to be useful theoretically and practically.

1. Theoretically

- a. To the researcher, the students and the translators. Researcher hopes that through this research, researcher, the students and the translators will understand deeply and get more insight about the category shift theory.
- b. To the lecturers. Researcher hopes that through this research, the lecturer that teach translation, enlightened that category shift material is important to be learned deeply by the students.
- c. To the readers. Researcher also hopes that this research will ascertain that category shift take a vital role in each line of the translation novel that they read.

2. Practically

- a. To the researcher, the students and the translators. Researcher expects that through this research the students, researcher and also translators capable to develop the skill in translating any textual content.
- b. To the lecturers, researcher also expecting that through this research, the lecturers more enlightened the importance of category shift theory and more prepared the material about it.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Translation

When we talk about the definition of translation there must be plenty of them to find out. There are so many experts that have their own thoughts about what translation really is. And it must be easier for us to merely define what translation is then to explain what translation is, then to explain what translation is really. That's why we need some opinion from the experts about it.

Translation is when the translator try to rendered the meaning of any texts from any languages as relevant and equivalent as the author intended the text (Newmark, 1998, p. 5). Here we can say that translation is simply as the changing of a text from one language (source language) into another language (target language).

The other expert state that translation itself has several meanings; in can refers to the product or the process. The product include the translated text, meanwhile the process is when the translator changing the original text language into another language (Munday, 2004, p. 3).

Meanwhile another experts looked upon translation as an act of commucitaion which attempts to rely, across cultural and linguistic boundaries, another act of communication (which may have been inteded for different purposes and different readers.) (Basil Hatim and Ian Mason, 1997, p. 6).

As an addition there is one more expert put forward about definition of translation. Translation is the replacement of textual material in one language by equivalent textual material in another language (Machali, 2000, p. 5).

It is clear from the definition that uttered by the experts that translation is not only the way to find the synonym from a word in another language. But it takes a big role to deliver the meaning from the across culture and language. The integrity of the author's purposes in their style of writing should be remain visible.

2. Function of Translation

Since we live in a world full of cultures and its own languages, translation basically has the function as a medium for any language to be understood by another language. It takes role to bridging one culture to many other cultures for each other to understand and connected. Translation enable the communication between two members of different cultures of communities. Translation bridge the gap between the differences in verbal or nonverbal behaviour, expectations, knowledge and perspective (Nord, 2008, p. 43).

Translation as a technique of communication, functioned as the bridge to crossed the linguistic and cultural limitation in delivering the message or the idea written in the foreign language (Lotfipour-Saedi, 1997, p. 184). In different phrase, the feature of translation as a bridge, this is to hold the message or the meaning from the source language to the target

language. The translation is very helpful for human beings going through the barrier in expertise a text written in foreign language.

3. Process of Translation

Translation is the process that can be took a very long time. Especially for a document that has an enormous quantity of data. (Halai, 2007, p. 350). But there are some stages proposed in order to make the translation process not really taking too much time. This stages put forwarded by (A. Weeks, 2007, p. 154).

1. Analysis: Where the translator searching out the connection between meaning and grammatical from the word or compound word of the source language.
2. Transfer: When a translator transferred their understanding which is already illustrated in their mind from the original language to the translated language.
3. Restructure: The understanding that had been transferred is being restructure, thus the final message that fully acceptable to the native target language is ready to be served.

There are also another four steps suggestion approach that can be used when translating to ensure relevance in content: semantic (similarity of meaning), technical (method of data collection is comparable), criterion (translated terms are consistent with the norms of each culture), and conceptual equivalence (also called cultural equivalence, having the same meaning and relevance in two different cultures) (C.T. Beck, 2003, p. 155).

4. Shift of Translation

There can be no absolute correspondence between language. Consequently, shift may occur in translation. Shift occur in either translation or interpreting. Shifts are departures from formal correspondence in the process of going from the source language to the target language. There are also two major types of shift, they are level shift and category shift (Venuti, 2000, p. 141).

1. Level Shift

In brief, level shift is a shift from a grammatical unit in SL to a lexical unit in TL (Catford, 1978, p. 73). For instance, in the case of English and Indonesian language, a grammatical unit in English (i.e. affixes, noun, verb, etc) has a lexical unit in Indonesian language. The following are the examples of level shift:

1. (a) Ricky and I have accomplished the assignments.
(b) *Ricky dan saya telah menyelesaikan tugas-tugas itu.*
2. (a) *Ayah pun tidak suka berbelanja dipusat perbelanjaan*
(b) Even father dislikes at shopping centre.

In example (1), it can be seen that English if “have” comes together with past participle of ‘accomplish’ then it indicates the act of ‘accomplishing’ has begun before the time of speaking and the effect of the action still resumes at the time of speaking. The form ‘have + past participle’ in English is translated into ‘*sudah*’, a lexis in Indonesian language. Similarly, ‘*pun*’ in (2 a), a unit (morpheme) in Indonesian language’s grammar is translated into ‘even’ a lexis in English.

2. Category Shift

The second type of shift, category shift, is a shift that happens in unbounded and rank unbounded translation. The term “rank-bound” translation simply refers to particular cases where equivalences is intentionally limited to ranks below the sentences. Meanwhile, unbounded translation means the translation equivalences may take place in any appropriate rank whether it is a sentence, clause, phrase (group), word, or morpheme. Category shift breaks into four categories again, namely: Structure shift, class shift, unit shift and intra-system shift (Catford, 1978, p. 76).

a. Structure Shift.

The descriptive units of the grammar of any language are arranged into meaningful stretches or patterns. One single instance of these patterns is called 'structure' (Herman, 2014, p. 33). Structure shift happens if the grammatical structure from the source language (SL) into the target language (TL) changes.

The most frequent category shift that occurs in translation is structure shift. It occurs at all rank in translation. It occurs in phonological and graphological translation as well as in total translation (Catford, 1965: 6). According to Catford's concept about structure, it is said that: A structure is an arrangement of elements (subject, predicator, object, and complement, adjunct) (Catford, 1965: 6). Structure shifts is indicated by a situation when there are two languages which have different element of structure. Besides, the

source language and target language should have formal correspondence.

For example:

1. SL: I wash myself

S V O

TL: Saya mandi

S P

2. SL: The book is on the table

TL: Buku itu ada di atas meja

In the example above, it can be found that the source language has different structure of sentence level and phrase level with the target language. In the example (1) the source language has sentence structure I (S), wash (V) and myself (O). Its translation has different sentence structure in the target language, that is *saya* (S) and *mandi* (P). From its translation, it can be seen that one element that is object myself in the source language is not translated in target language.

In example number (2) it is found that the translation has different structure of phrase from the the book into *buku itu*. The phrase the book in the source language consists of Modifier-Head (MH) pattern, modifier the and headbook. It is translated into *buku itu*, which consists of Head-Modifier (HM) pattern; head *buku* and modifier *itu*.

b. Class Shift,

Class shift, as explained by Catford, is a shift that occurs when the translation equivalent of a SL item is a member of a different class from the original item. It means that SL has different class with TL (Catford, 1965: 78).

Classes of word in English are adjective, adverb, noun, pronoun, and verb. Adjective is a word that describes a noun or pronoun. We can identify a word is an adjective by considering what inflections or affixes it will allow (Quirk, 1973: 115).

Adverb is a word or group of words that describes or adds to the meaning of a verb, an adjective, another adverb, or a whole sentence. Adverb has two characteristics (functions); those are adverbs functions as adverbial, can be seen from He spoke to me about it briefly. The second function is adverb as modifier of adjective and adverb, which can be seen from She has a really beautiful face, and They are smoking very heavily (adverb as intensifier) (Quirk, 1973: 125-127).

Noun is a word or group of words that refers to a person, a place, a thing or activity, or a quality or an idea. Noun can be divided into two subclasses; they are Count Noun and Non-Count Noun. Count noun means the noun which must be seen as individual countable entities and cannot be viewed as an undifferentiated mass (such as: chair, word, finger, remark). And Non-Count Noun means the noun which must be seen group of things as an undifferentiated mass or continuum

(such as: grass, warmth, humor). Basically, the noun is also as the noun phrase that functions as subject, object, complement of the sentence, and as complement in prepositional phrase. In *The girl is Mary Smith* (Quirk, 1973: 59), the girl functions as a subject.

Pronoun is a word that is used in place of a noun or noun phrase. Pronoun constitutes a heterogeneous class of items with numerous subclasses, like: they, we, I, you, he, she, it, etc.

Verb is the element of sentence that expresses or describes an action, an event, experience, or a state which is performed by the subject and it stands before object. One example of verb is *grew* in *His brother grew happier gradually* (Quirk, 1973: 12). The word *grew* in the example above is a verb; the word here can be said as a verb because it states an action of the subject.

Examples of the class shift:

1. SL: Annual (Adj) report

TL: *Laporan tahunan*(Noun)

2. SL: Carefully (Adv)

TL: *Dengan hati-hati* (Phrase)

3. SL: Mechanical (Adj) engineering

TL: *Teknik mesin*(Noun)

c. Unit Shift

Catford defined unit shift as a change of rank, departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL (Catford, 1965: 79).

Unit shift as a change of rank may happen from word to phrase, phrase to word or phrase to clause. Oxford dictionary defined word as a sound or group of sounds that expresses a meaning and forms an independent unit of a language (Oxford Dictionary: 1374). Whereas Longman Dictionary defined it as the smallest unit of spoken language which has meaning and can stand alone, such as: good, goodness (Longman Dictionary: 1213).

1. SL: Gravity (word)

TL: *Gaya tarik bumi* (Phrase)

2. SL: I don't know (Clause)

TL: *Entahlah* (Word)

3. SL: Housekeeper (Word)

TL: *Pengurus rumah tangga* (Phrase)

d. Intra-system Shift

A system is meant the closed number of elements among which a choice must be made. In fact, the terms available in each system in one language can show fundamental differences from the terms of the same system in another language. This can be considered as a major source

of shifts at this level of language description. In other words, intra-system shifts refers to those changes that occur internally within a system (Herman, 2014, p. 34). Examples:

1. SL: Scissors (plural)

TL: *Gunting* (singular)

2. SL: *de Spiegel* (articled)

TL: *Cermin* (non-articled)

5. Novel

One of the most popular fictions are novel and short story, the most written and read in literary works (Saini and Jakob Sumardjo, 1986, p. 32). Novel is derived from the Italian novella, Spanish novela, French nouvelle for “new”, “news”, or “short story of something new” today is a long narrative in literary prose. Novella means “a small brand new thing” and then the word is interpreted as “a short story in prose form” (Turco, 2020, p. 109)

A novel is defined as a story consists of more than one event, contain a plot with characters, setting, a theme, a point of view, and also worldview of the character.

Novel is a literary work which formed in a narrative story. The story is purposed to entertain the reader. However the experiences and life problems are usually are the important points of the story, fiction must remain as an interesting story, remain as a coherent structure building and still has an aesthetic purpose (Rene Wellek and Austin Warren, 1942).

B. Relevant Studies

There are so many studies about translation shift, but only few of them that focused on category shift. The researcher takes three titles as references to do this study.

The first is: *Category Shifts in the English Translation of Harry Potter and the Philosopher's Stone Movie Subtitle into Indonesia*. Written by Herman (Herman S. , 2014) published by www.iosjournals.org in 2014. This study aims to identify the category shift that occurred in the subtitle text from the movie that originally is in English into Bahasa Indonesia. In this study the researcher found that all of the parts of category shift found in the subtitle of the movie, which are unit shift, class shift, structure shift and intra-system shift. And the researcher found that the dominant category shift used is unit shift.

This research prove that category shift is inevitable in translation field. Translator for the movie subtitle consciously or not use the category shift to make their translation acceptable and understandable for their audience. The difference between this study with researcher's study is on the object of the research. This research is researching about the category shift in the subtitle of the movie, meanwhile the researcher's study is about the category shift in the translation novel. The other difference is also in the source of the study, if this research has video file as the source of the study, researcher has both novel in English and the translation one in Indonesian language. In this study the researcher only found single shift in each line of the sentences and the phrases. Meanwhile in the researcher's study, there were double shift that occurred at

once in single line. The other differences between this study with the researcher's is this study only has 2 objective of the study, meanwhile the researcher's has 3. This study doesn't answer the reason why the unit shift as the dominant category shift is dominant, meanwhile the researcher answered that question.

The second is *Category Shift in the Translation of "Woman at Point Zero" In Bahasa Indonesia*. Written by Tissa Milaqmar as her thesis to fulfil the bachelor degree from Universitas Sumatera Utara. Not so different from the first study, this study is a research of the analysis of category shift in the novel *Woman at Point Zero* into Indonesian.

Researcher of this study found that, thirty-four of fifty shift (68%) are translated with unit shift. Ten of fifty shift (20%) are translated used class shift, then structure shift and intra system shift are used in a small number. Structure shift takes 6% and also intra system shift got same number, is 6%. And again the dominant shift used in this translation novel is also unit shift.

The researcher added that there is no certain formula to decides which category shift is fit to certain translation, because each person will have different perspective about it. That is why the translator will find it challenging, because they have to be more careful and sensitive in order to make their translation as natural as possible with their category shift choice.

The differences of this study to the researcher's study are, this study used novel *Woman at Point Zero* as the object of the study. Meanwhile the researcher's used *The Alchemist* for the object of the study. The result of the

study also showed a little bit differences, where in this study the second rank of the type of category shift is Class Shift, followed by Structure Shift in third position and in the last position is Intra-System Shift. Meanwhile in researcher's study rank number two is Structure Shift, followed by Class Shift and the last is Intra-System Shift.

The third study is *The Analysis of Category Shift in Surah Ibrahim Verses 1-52*. Written by Nurhayati, (Nurhayati, 2021). This study is aimed to analyzed the category shift that happen in surah Ibrahim especially in verses 1-52. The researcher of this study found eight shift happen in all of the translation of the verses 1-52. Where there are; structure shift, unit shift, class shift, intra-system shift, intra system shift + unit shift, unit shift + class shift, unit shift + structure shift and intra-system shift +class shift. There is also untranslated text in the object of the study.

From this study, researcher found out that the category shift is not only limited on four types, but it also can be combined with each other.

C. Conceptual Framework

This research analyzed the category shift that used in the translation of the novel *The Alchemist* into Indonesian. Category shift is one of the major translation shift theory from Catford, beside level shift. Category shift itself breaks into four shift again. They are; structure shift, class shift, unit shift and intra-system shift.

CONCEPTUAL FRAMEWORK

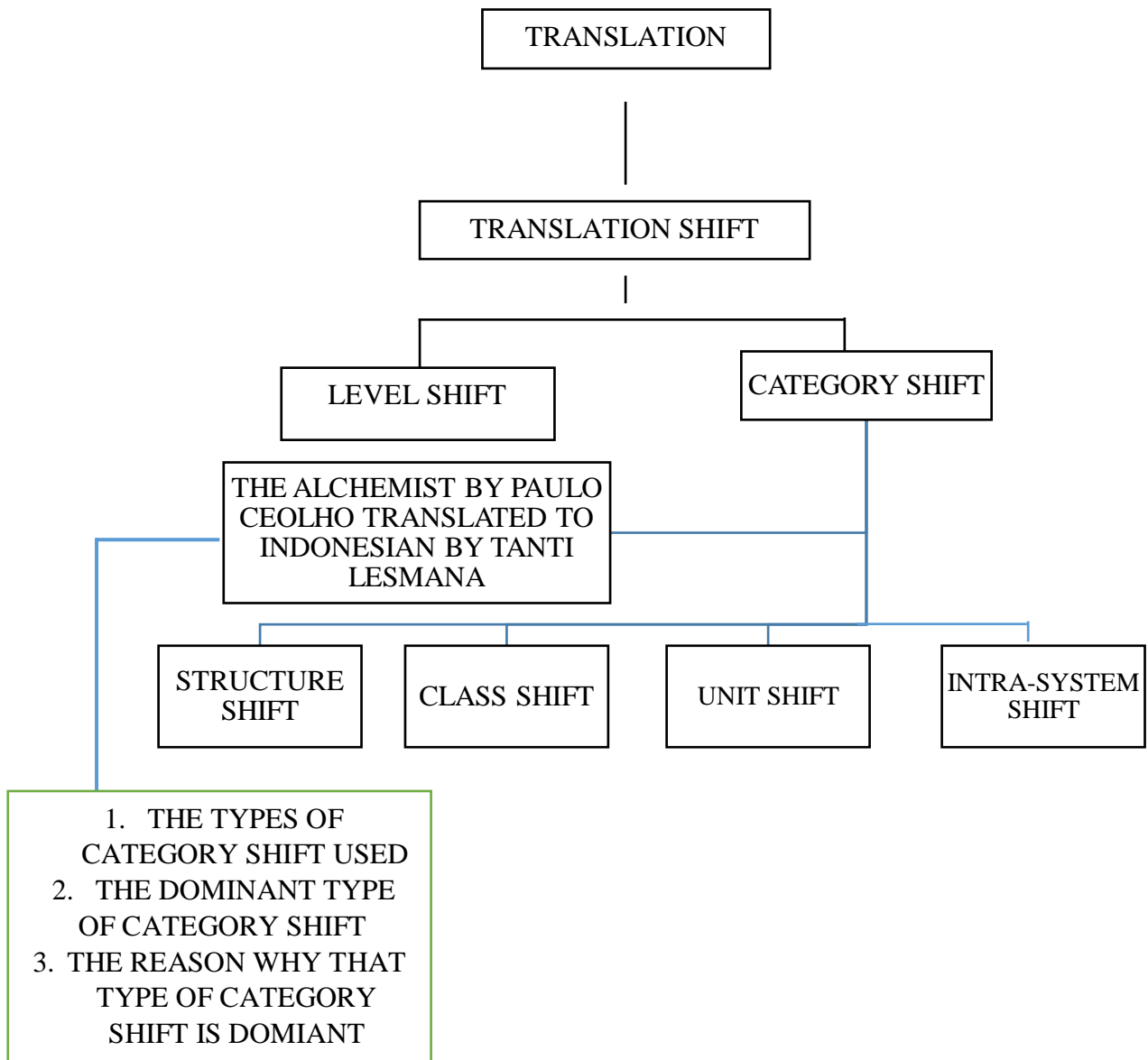


Figure 1: Diagram of Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted by using qualitative descriptive method. Researcher analyzed to pick the lines or sentences that contained category shift in the original novel *The Alchemist* and in its translation *Sang Alkmeis*, then the researcher described what category shift that occurred in the original text to the translation text. The data that had been collected, classified based on what type of category shift that it was belonged to. The last to do is the researcher made some analysis about why the shift translation is needed.

B. The Source of Data

The data for this study are words, phrases, clauses and sentences in a total number of 50, which were collected from the selected pages which is the first 20 pages and the last 20 pages of the novel *The Alchemist* by Paulo Coelho that has 125 pages and *Sang Alkemis* translated by Tanti Lesmana that has 221 pages. Researcher also used the book *A Linguistic Theory for Translation* by J.C Catford, especially page 73 until 81 which is contained the translation shift material, as the guide book for the researcher to solve the problems of this study.

C. Technique for Collecting Data

In collecting data for this study, the researcher used documents analyzing by (Flick, 2007). The researcher was taking the data from two documents which were the original novel and its translation. All of the data that had been collected were put in a table and shown as table of data.

D. Technique for Analyzing Data

(Matthew B. Miles, 2014, p. 50) present three streams in examining the information after the course of information gathering. They portray the significant periods of information examination as follows.

1. **Data Reduction.** Data reduction is summarizing, choosing the basic things and only focusing on certain themes and patterns. Just like explained above, the researcher collected the data that might have the category shift that occurred in the translation. If there is no possibility of the category shift occurrence, the researcher passed it ahead and looked for another data that fulfil the criteria of this study.
2. **Data display** showed in the second stages to analyze data. An organized data display which contained compressed data and information, that allows drawing conclusions and actions. Since this research is a qualitative research, the data showed up as several tables.
3. The third step of this research is drawing conclusions and verifications. Conclusions verified during the analysis. The verification depended on the data, there were some that take a long line to elaborate, and there were some that might take only one line.

CHAPTER IV
DATA ANALYSIS AND FINDINGS

A. Data Collection

This research is about category shift in translation of novel entitled *The Alchemist* by Paulo Coelho (Coelho, *The Alchemist*, 2000). The data was analysed by J.C Catford's theory of translation shift especially category shift.

There were fifty data found for this study, which collected from regarding novel that systematically selected as the samples for the analysis. The objectives of this study is to find out the types of category shift in the novel *The Alchemist*, and to figure out which type of the category shift is dominant among the other. From data that had been collected there were four types of category shift that found. They are; Class Shift (19%), Unit Shift (40%), Structure Shift (31%) and Intra-System Shift (10%).

In the below, table of the data about the shifts and which types of category shift that used to translated them, that took from the novel is served.

Table 1: Identification of Data

NO.	SOURCE LANGUAGE	Page	TARGET LANGUAGE	Page	CATEGORY SHIFT
1.	The boy's name was Santiago	7	<i>Anak laki-laki itu bernama Santiago</i>	15	Class Shift (Possessive noun – Verb)
2.	Dusk was falling as the boy arrived with his herd	7	<i>Senja sudah menjelang ketika dia tiba bersama kawanan</i>	15	Unit Shift (Word – Clause) + Structure Shift

	at an abandoned church.		<i>dombanya di sebuah gereja yang terbengkalai.</i>		(Modifier+Head – Head+Modifier)
3.	an enormous sycamore had grown on the spot where the sacristy had once stood.	7	<i>sebatang pohon sycamore yang sangat besar tumbuh di tempat sakristi pernah berdiri.</i>	15	Unit Shift (Word – Phrase)
4.	But for the past few days he had spoken to them about only one thing	8	<i>Tapi selama beberapa hari belakangan ini hanya satu yang dia bicarakan pada domba-dombanya</i>	17	Structure Shift (Modifier+Head – Head+Modifier)
5.	During the two hours that they talked	8	<i>Selama dua jam berbincang-bincang</i>	18	Intra-system Shift
6.	It doesn't matter	9	<i>Tidak apa</i>	19	Structure Shift (Sentence – Clause)
7.	But in his heart he knew that it did matter.	8	<i>Tapi di hatinya dia tahu tidak demikian halnya.</i>	19	Structure Shift (positive-negative)
8.	and, in exchange, they generously gave of their wool, their company,	8	<i>dan, sebagai imbalannya, dengan murah hati mereka memberikan wol mereka,</i>	20	Unit Shift (Adv – Phrase) & (Clause – Word)

	and— once in a while —their meat.		<i>persahabatan mereka, dan—sese kali—daging mereka.</i>		
9.	People from Passed through the world have passed through this village, son	10	<i>Orang-orang dari seluruh dunia pernah melewati desa ini, Nak</i>	22	Intra-system Shift + Unit Shift
10.	The horizon was tinged with red, and suddenly the sun appeared	11	<i>Cakrawala menyemburkan warna merah, dan sekonyong-konyong matahari muncul.</i>	24	Structure Shift (Passive – Active)
11.	The old woman led the boy to a room at the back of her house;	12	<i>Perempuan tua itu membawa si anak lelaki ke ruangan di bagian belakang rumahnya,</i>	26	Unit Shift (Word – Clause)
12.	He paused for a moment to see if the woman knew what the Egyptian pyramids were.	13	<i>Dia diam sejenak untuk melihat apakah perempuan tua itu tahu tentang Piramida-Piramida Mesir.</i>	28	Unit Shift (Phrase – Word)
13.	Then she again took his hands	13	<i>Kemudian diraihnya kembali</i>	29	Class Shift (Adv – Phrase)

	and studied them carefully .		<i>kedua tangan anak itu dan dipelajarinya dengan seksama</i>		
14.	He was going to be able to save the little money he had because of a dream about hidden treasure	14	<i>Dia dapat menghemat uangnya yang tidak seberapa itu karena mimpi tentang harta karun</i>	29	Structure Shift (Modifier+Head – Head+Complement)
15.	saying she had already wasted too much time with him.	14	<i>katanya dia sudah terlalu banyak membuang-buang waktu untuk anak itu.</i>	30	Intra-system Shift
16.	That was what made traveling appeal to him	14	<i>Itulah daya tarik berkelana baginya</i>	31	Class Shift (Noun – Verb) & (Adj – Noun)
17.	Everyone seems to have a clear idea of how other people should lead their lives, but none about his or her own .	15	<i>Orang tampaknya selalu merasa lebih tahu bagaimana orang lain seharusnya menjalani hidup, tapi mereka tidak tahu bagaimana seharusnya menjalani hidup</i>	31	Class Shift (Clause – Phrase) & Structure Shift

			<i>sendiri.</i>		
18.	The old man knew how to read,	16	<i>Orang tua ini bisa membaca</i>	33	Unit Shift (Phrase – Word)
19.	Something bright reflected from his chest with such intensity that the boy was momentarily blinded.	18	<i>Sesuatu yang cemerlang memancar dari dadanya, sinarnya begitu menyilaukan hingga sesaat membutakan mata anak itu.</i>	37	Structure Shift.
20.	the boy asked, awed and embarrassed.	18	<i>Tanya si anak takjub bercampur malu</i>	37	Class Shift (Adj – Verb)
21.	None of what the old man was saying made much sense to the boy.	18	<i>si anak sama sekali tidak memahami ucapan orang tua itu</i>	38	Unit Shift (Word – Phrase) + (Clause – Word)
22.	The Soul of the World is nourished by people's happiness.	18	<i>Jiwa dunia dihidupi oleh kebahagiaan orang-orang</i>	38- 39	Unit Shift (Phrase – Clause) + Structure Shift
23.	Treasure is uncovered by	20	<i>Aliran air mengungkap</i>	41	Structure Shift

	the force of flowing water, and it is buried by the same currents.		<i>keberadaan harta terpendam, dan air pula yang menguburnya</i>		
24.	but he was no longer able to concentrate.	20	<i>Tapi tak lagi bisa memusatkan pikirannya kesana.</i>	42	Class Shift (Word – Phrase)
25.	Sometimes it's better to leave things as they are, he thought to himself , and decided to say nothing.	20	<i>Kadang lebih baik membiarkan segala sesuatu apa adanya, pikirnya;</i>	43	Unit Shift (Sentence – Word)
26.	Another dreamer	21	<i>Satu lagi tukang mimpi</i>	43	Unit Shift
27.	The levanter increased in intensity.	22	<i>Levanter itu semakin kencang.</i>	45	Class Shift (Noun – Adj)
28.	At the highest point in Tarifa there is an old fort , built by the Moors	25	<i>Di bagian kota yang paling tinggi di Tarifa ada banteng tua yang dibangun bangsa Moor.</i>	52	Structure Shift
29.	The sun began its departure , as well.	28	<i>Matahari juga mulai tengelam.</i>	60	Class Shift (Noun – Verb)
30.	I'm like	30	<i>Aku ini seperti</i>	62	Unit Shift

	everyone else—I see the world in terms of what I would like to see happen, not what actually does.		<i>semua orang lain—aku memandang dunia menurut apa yang ingin kulihat terjadi, bukan apa yang sesungguhnya terjadi.</i>		(Phrase – Word)
31.	The alchemist dismounted slowly, and the boy did the same	86	<i>Sang alkemis turun dari kudanya perlahan-lahan; si anak lelaki juga</i>	179	Unit Shift (Word – Clause)
32.	Trust in your heart, but never forget that you’re in the desert.	88	<i>Kau boleh percaya pada hatimu, tapi jangan pernah lupa, kau berada di padang pasir.</i>	182	Intra-system Shift
33.	And, for wise men, gold is the metal that evolved the furthest	89	<i>Dan bagi orang-orang bijak, emas adalah logam yang berevolusi paling jauh</i>	183	Unit Shift (Word - Clause)
34.	The two were taken to a nearby military camp	90	<i>Mereka dibawa ke perkemahan militer yang tidak jauh dari sana</i>	186	Structure Shift & Unit Shift
35.	You can’t offer me something that is already	91	<i>“Kau tidak bisa menawariku hal yang sekarang pun</i>	188	Unit Shift

	mine,” the chief said, arrogantly		<i>sudah milik kami” sang pimpinan menyahut dengan angkuh</i>		
36.	You could have died later on	92	<i>Kau bisa saja mati belakangan</i>	190	Unit Shift
37.	On the third day, the chief met with his officers	93	<i>Pada hari ketiga, pimpinan pasukan mengadakan pertemuan dengan para perwiranya</i>	192	Class Shift (Verb-Noun)
38.	I don’t understand what you’re talking about	94	<i>Aku tidak mengerti maksudmu</i>	194	Unit Shift (Phrase-Word)
39.	And look how many things the wind already knew how to do!	95	<i>Padahal begitu banyak yang bisa dilakukan angin!</i>	197	Unit Shift (Phrase – Conjunction)
40.	It communicates with my soul, and together we cause the plants to grow and the sheep to seek out shade	96	<i>Jiwa dunia berkomunikasi dengan jiwaku. Bersama-sama kami menumbuhkan tanaman-tanaman dan membuat domba-domba berlindung di keteduhan.</i>	199	Intra-System Shift

41.	Well , why did you say that I don't know about love	97	<i>Kalau begitu, mengapa kau bilang aku tidak tahu tentang cinta</i>	201	Unit Shift (Word – Phrase)
42.	As he did so, he sensed that the universe had fallen silent , and he decided not to speak	97	<i>Pada saat itulah dia merasa alam semesta telah terdiam, dan dia memutuskan untuk tidak berkata-kata.</i>	202	Unit Shift (Clause – Word)
43.	The simum blew that day as it had never blown before	98	<i>Hari itu simum berembus seperti yang belum pernah terjadi</i>	204	Class Shift (Adj – Verb)
44.	When the lead had become liquid, the alchemist took from his pouch the strange yellow egg .	99	<i>Setelah timah itu mencair, sang alkemis mengeluarkan telur kuning yang aneh itu dari dalam kantongnya.</i>	205	Structure Shift
45.	Because you have already lost your savings twice	100	<i>Sebab kau sudah dua kali kehilangan harta milikmu</i>	207	Structure Shift
46.	The man looked at the angel in surprise	101	<i>Sang ayah terperangah memandang malaikat itu</i>	210	Structure Shift

47.	It was his heart that would tell him where his treasure was hidden.	102	<i>Hatinya lah yang akan memberitahunya tempat harta karun itu berada</i>	212	Structure Shift
48.	“You’re not going to die. You’ll live, and you’ll learn that a man shouldn’t be so stupid ”	104	<i>Kau tidak akan mati. Kau akan hidup, dan kau akan belajar untuk tidak seabodoh ini lagi.</i>	216	Structure Shift
49.	I dreamed that I should travel to the fields of Spain and look for a ruined church where shepherds and their sheep slept.	104	<i>Dalam mimpiku aku disuruh pergi ke padang-padang Spanyol, mencari sebuah gereja terbengkalai tempat para gembala dan domba-domba mereka tidur.</i>	216- 217	Structure Shift
50.	They seemed to laugh at him, and he laughed back, his heart bursting with joy.	104	<i>Piramida-piramida itu, yang seolah tertawa kepadanya. Dia pun balas tertawa, hatinya serasa meledak oleh suka cita.</i>	217	Unit Shift (Word – Clause)

B. Data Analysis

1. Analysis of Class Shift

Table 2: Data of Class Shift

No	Source Language	Target Language
	The boy's name was Santiago	Anak laki-laki itu bernama Santiago
2.	That was what made traveling appeal to him	<i>Itulah daya tarik berkelana baginya</i>
3.	The sun began its departure , as well.	<i>Matahari pun mulai tenggelam.</i>
4.	the boy asked, awed and embarrassed .	<i>Tanya si anak takjub bercampur malu</i>
5.	The levanter increased in intensity .	<i>Levanter itu semakin kencang.</i>
6.	The simum blew that day as it had never blown before	<i>Hari itu simum berembus seperti yang belum pernah terjadi</i>
7.	On the third day, the chief met with his officers	<i>Pada hari ketiga, pimpinan pasukan mengadakan pertemuan dengan para perwiranya</i>
8.	Then she again took his hands and studied them carefully	<i>Kemudian diraihnya kembali kedua tangan anak itu dan dipelajarinya dengan seksama</i>
9.	Everyone seems to have a clear idea of how other people should lead their lives,	<i>Orang tampaknya selalu merasa lebih tahu bagaimana orang lain seharusnya menjalani hidup</i>
10.	But he was no longer able to concentrate .	<i>tapi tak lagi bisa memusatkan pikirannya kesana.</i>

1. SL: The boy's name was Santiago

TL: *Anak laki-laki itu bernama Santiago*

The source language used a possessive form which is “s” for the noun “boy” which means the possession of the name for the boy. It formed as “boy’s name”. In the translation, the translator not literally translated it into the same form from the original text, the translator used another class of word, that is verb. “*bernama*” in Indonesian becomes a verb, from the basic “*nama*” which is noun added by prefix which is “*ber*”.

The translator could translate it as “*Nama anak lelaki itu adalah Santiago.*” It could make no changes in every rank of the sentence. But for the native readers of the target language, it would sound less natural and too stiff to read.

2. SL: That was what made traveling **appeal** to him

TL: *Itulah **daya tarik** berkelana baginya*

In the source language word “appeal” is functioned as an adjective. In the target language, it shifts into another class of word which is a noun, that is “*daya tarik*”.

The translator could just translate it into “*Itulah yang membuat berkelana **menarik** baginya.*” Instead of “*Itulah **daya tarik** berkelana baginya*” which is not really deliver the purpose of the original text, where the word “made” did not translated and made the word “appeal” shifted into another class of word.

3. SL: The sun began its **departure**, as well.

TL: *Matahari pun mulai tenggelam.*

Word “departure” in the source text is obviously categorized as a noun in the class word. It translated into “*tenggelam*” by the translator in the target text, which is also obviously is a verb in the class of word. The class of word shifted from adjective to verb.

If there was no shifted, the translation would be “*Matahari pun memulai keberangkatannya.*” Which is no makes sense at all to the native readers of the target language. That is why the translator chose the word “*tenggelam*” as it more familiar and suitable for the native readers.

4. SL: the boy asked, awed and **embarrassed**.

TL: *Tanya si anak takjub bercampur malu*

In the source language “embarrassed” is a form of an adjective. In the translation text it translated into “*bercampur malu*” which is two combination of words that makes it into verb in the class word.

From the original text we can see that the author wanted to tell the readers from that line, the true feeling of the main character in that situation. The translator decided to added word “*bercampur*” in order to make a deeper sense of the line. So that, the meaning of the original text well delivered to the native readers.

5. SL: The levanter increased in **intensity**.

TL: *Levanter itu semakin kencang.*

Word “intensity” is a noun in the source language. But it translated into “*kencang*” which is an adjective in the target language. Without the shift the translated text must be “*levanter itu meningkat kekencangannya.*” Which is still makes sense, but it makes the translation is obviously is a translated text. Which is should be avoided by the translator.

6. SL: The simum blew that day as it had never **blown** before

TL: *Hari itu simum berembus seperti yang belum pernah **terjadi***

“Blown” is the third form from the verb “blow”. In the source text blown has a rank as an adjective. But in the text “blown” translated as “*terjadi*” which is a verb. The translator decided to made a shift and a changing at once. “*terjadi*” means “happen” or “occur” in English.

In the main sentence which is “The simmum blew that day” the translator had already translated the word “blew” into “*berembus*”. That is why the translator chose the word “*terjadi*” as the equivalent translation for the word “blown” which has the same translation as the word “blew”, to avoid the repetition words and makes the translation sentences not effective.

7. SL: On the third day, the chief **met** with his officers

TL: *Pada hari ketiga, pimpinan pasukan mengadakan **pertemuan** dengan para perwiranya*

In the source language word “met” is a verb in the class word. “met” translated as “*pertemuan*” in the target language which is a noun. It is

basically a verb that is “*temu*” and added a prefix and a suffix “*per*” and “*an*” that transformed that word into a noun in the class of word.

The translator understands, that behind that simple “met” the urgency of being formal and assertive. Since the text is talking about the “chief” and the “officers” the word “met” could not be translated as “*bertemu*” only. But it need more emphasis, to show its formality. That is why the translator turned it into “*pertemuan*”.

8. SL: Then she again took his hands and studied them **carefully**

TL: *Kemudian diraihnya kembali kedua tangan anak itu dan dipelajarinya **dengan seksama***

There is a class shift occurred in the translation above, where the adverb “carefully” translated into “*dengan seksama*” a phrase. In Indonesian there is no direct translation to suffix “ly” where in English it used at the end of a verb to make that verb becomes an adverb. Meanwhile in Bahasa Indonesia, we need to add a word “*dengan*” to say the exact meaning as the adverb has in English.

9. SL: Everyone seems to **have a clear idea** of how other people should lead their lives,

TL: *Orang tampaknya selalu merasa **lebih tahu** bagaimana orang lain seharusnya menjalani hidup,*

In the source language “have a clear idea” is a clause, but it translated into “*lebih tahu*” which is a phrase in Indonesian. “*lebih tahu*” means “know deeper” or “deeply know”. Meanwhile the clause

“have a clear idea” could be translated literally as “memiliki ide yang lebih jelas” in Indonesia. But it does not sound natural at all. Whereas, the translator decided to do a class shift, where a clause shifted into a phrase.

10. SL: But he was no longer able to **concentrate**.

TL: *tapi tak lagi bisa **memusatkan pikirannya** kesana.*

“Concentrate”, is a verb in the source language. But in the translation, it shifted into a phrase, “*memusatkan pikirannya*”. The class of word was shifted. The translation could be “*berkonsentrasi*”, thus, the class shift would not occur, since the word “*berkonsentrasi*” is also a verb in Indonesian. But the translator, decided to make it that way. It might be to show the translator’s style in translating.

2. Analysis of Unit Shift

Table 3: Data of Unit Shift

No.	Source Language	Target Language
1.	Dusk was falling as the boy arrived with his herd at an abandoned church.	<i>Senja sudah menjelang ketika dia tiba bersama kawanan dombanya di sebuah gereja yang terbengkalai</i>
2.	an enormous sycamore had grown on the spot where the sacristy had once stood.	<i>sebatang pohon sikamor yang sangat besar tumbuh di tempat sakristi pernah berdiri.</i>
3.	and, in exchange, they generously gave of their wool, their company, and— once in a	<i>dan, sebagai imbalannya, dangan murah hati mereka memberikan wol mereka, persahabatan mereka, dan—</i>

	while —their meat.	<i>sese kali</i> —daging mereka.
4.	People from the world have passed through this village, son	<i>Orang-orang dari seluruh dunia pernah melewati desa ini, Nak</i>
5.	The old woman led the boy to a room at the back of her house	<i>Perempuan tua itu membawa si anak lelaki ke ruangan di bagian belakang rumahnya,</i>
6.	He paused for a moment to see if the woman knew what the Egyptian pyramids were.	<i>Dia diam sejenak untuk melihat apakah perempuan tua itu tahu tentang Piramida-Piramida Mesir.</i>
7.	The old man knew how to read	<i>Orang tua ini bisa membaca</i>
8.	None of what the old man was saying made much sense to the boy.	<i>Tak ada satu pun perkataan lelaki tua itu yang dipahami si bocah</i>
9.	The soul of the world is nourished by people's happiness	<i>Jiwa dunia dihidupi oleh kebahagiaan orang-orang</i>
10.	Sometimes it's better to leave things as they are, he thought to himself , and decided to say nothing.	<i>Kadang-kadang, lebih baik membiarkan semua hal seperti adanya, pikirnya, dan memutuskan untuk tidak bicara apapun.</i>
11.	Another dreamer	<i>Satu lagi tukang mimpi</i>
12.	The alchemist dismounted slowly, and boy did the same.	<i>Sang alkemis turun dari kudanya perlahan-lahan; si anak lelaki juga.</i>
13.	And for wise man, gold is the metal that evolved the furthest	<i>Dan bagi orang-orang bijak, emas adalah logam yang berevolusi paling jauh.</i>
14.	I'm like everyone else—I see the world in terms of what I would like to see happen, not what actually does.	<i>Aku ini seperti semua orang lain—aku memandang dunia menurut apa yang ingin kulihat terjadi, bukan apa yang sesungguhnya terjadi.</i>
15.	The two were taken to a nearby	<i>Mereka dibawa ke perkemahan militer</i>

	military camp	yang <i>tidak jauh dari sana</i> .
16.	You can't offer me something that is already mine	<i>Kau tidak bisa menawariku hal yang sekarang pun sudah milik kami.</i>
17.	You could have died later on	<i>Kau bisa saja mati belakangan</i>
18.	I don't understand what you're talking about	<i>Aku tidak mengerti maksudmu</i>
19.	And look how many things the wind already knew how to do	<i>Padahal begitu banyak yang bisa dilakukan angin</i>
20.	Well , why did you say that I don't know about love	<i>Kalau begitu, mengapa kau bilang aku tidak tahu tentang cinta</i>
21.	As he did so, he sensed that the universe had fallen silent , and he decided not to speak	<i>Pada saat itulah dia merasa alam semesta telah terdiam, dan dia memutuskan untuk tidak berkata-kata.</i>
22.	They seemed to laugh at him, and he laughed back, his heart bursting with joy .	<i>Piramida-piramida itu, yang seolah tertawa kepadanya. Dia pun balas tertawa, hatinya serasa meledak oleh suka cita.</i>

1. SL: Dusk was falling as the boy arrived with his **herd** at an abandoned church.

TL: *Senja sudah menjelang ketika dia tiba bersama **kawanan dombanya** di sebuah gereja yang terbengkalai*

Word “herd” as we see in the source language has meaning as “*kawanan*” in the target language. The author did not put word sheep anymore since it is obvious that in the very first place the readers already knew that the author intended by the herd is the boy's sheep. But, the translator chose to still used the “*domba*” and translated as “*kawanan*”

domba”. In this line unit shift happened from word to clause. From low lever to higher level, which is one word to two words.

2. SL: an **enormous** sycamore had grown on the spot where the sacristy had once stood.

TL: *sebatang pohon sikamor yang **sangat besar** tumbuh di tempat sakristi pernah berdiri.*

“Enormous” is another morpheme form of very big. The native English has their own words to express “very” in any adjective words. Such as “very cute” becomes “adorable”, very rich becomes “wealthy”, “very angry” becomes “furious”, etc. Meanwhile in target language there is no such things to express “very” expect “*sangat*” followed by the adjective word. That is why the translation cannot avoid the unit shift from a lower level which is one word to a higher level became two words.

3. SL: and, in exchange, they **generously** gave of their wool, their company, and—**once in a while**—their meat.

TL: *dan, sebagai imbalannya, **dengan murah hati** mereka memberikan wol mereka, persahabatan mereka, dan—**sesekali**—daging mereka.*

In this line there are two unit shifts happened at once. The first one is “generously” which translated as “*dengan murah hati*”. Generously is an adverb from an adjective word “generous” added by suffix “ly” and transformed it into an adverb. In Indonesian language there is no suffix that functioned the same as “ly” in English. Instead, by adding word

“*dengan*” before the adjective word and it will work as well as in English adverb. That is why the translator made a unit shift from word to phrase.

The second unit shift in this line is “once in a while” which translated into only one word “*sese kali*”. “Once in a while” is a phrase, the translator chose the word “*sese kali*” as the equivalent of it.

4. SL: People from **all over** the world have **passed through** this village,
son

TL: *Orang-orang dari **seluruh** dunia pernah **melewati** desa ini, Nak*

“All over” has the equivalent meaning to “*seluruh*” in Indonesian. That is why the unit of the phrase “all over” shifted into a word “*seluruh*”.

“Passed through” has the equivalent meaning to “*melewati*” in Indonesian. That is why the unit of the phrase “passed through” shifted into a word “*melewati*”.

5. SL: The old woman led the **boy** to a room at the back of her house

TL: *Perempuan tua itu membawa si **anak lelaki** ke ruangan di bagian belakang rumahnya*

In the source language it is enough to say just a word “boy” to represent a kid that has a male gender. There is no need to add the word “kid” anymore. Meanwhile in target language, which is Indonesian, there have to be an addition word which is “*anak*” which means “kid” before the gender, to say a kid in a special gender. For this case it is enough to say just “boy” in English but need an addition

word in Indonesian. It is only one word in previous text, but after it translated became two words, it is called Unit Shift.

6. SL: He paused **for a moment** to see if the woman knew what the Egyptian pyramids were.

TL: *Dia diam **sejenak** untuk melihat apakah perempuan tua itu tahu tentang Piramida-Piramida Mesir.*

“for a moment” is a phrase in English. But it translated into a word “*sejenak*” in the target language. It is a very common translation for the phrase for a moment in Indonesian language. Thus, the translator used it, as the meaning well delivered.

7. SL: The old man **knew how to** read

TL: *Orang tua ini **bisa** membaca*

There is a unit shift occurred in translating this line, where the original text is formed as a phrase which has three words to represent the same meaning in target language has only one word.

8. SL: **None** of what the old man was saying **made much sense** to the boy.

TL: ***Tak ada satu pun** perkataan lelaki tua itu yang **dipahami** si bocah*

Here we can see that unit shift happened when the translator chose a phrase “*taka da satu pun*” as the translation for the word “none” in source language. The unit is shifted from lower just one word into higher level four words. In contrast for the phrase “made much sense”

which is a higher level which translated into a lower level that is a word “*dipahami*”.

9. SL: **The soul of the world** is nourished by people’s happiness

TL: *Jiwa dunia dihidupi oleh kebahagiaan orang-orang*

In source language to say the same clause in Indonesian needs addition which is article word “the” and “of”. Meanwhile in Indonesian that words rarely have translation. Thus, “The soul of the world” can only translates as “*Jiwa dunia*” which only has two main words of the clause. It made the unit shift occurred. Where in the original text it has 5 words in the translation it turned to only 2 words.

10. SL: Sometimes it’s better to leave things as they are, **he thought to himself**, and decided to say nothing.

TL: *Kadang-kadang, lebih baik membiarkan semua hal seperti adanya, pikirnya, dan memutuskan untuk tidak bicara apapun.*

“He thought to himself” simply translated into “*pikirnya*” by the translator. It made a unit shift where the originally it is a complete sentence where the subject: “he” and the predicate: “thought to himself” is clear delivered by the author, but the translator translated into only one word “*pikirnya*” which we could not say it as a wrong translation. But the real meaning of the original text became less delivered.

11. SL: Another dreamer

TL: *Satu lagi tukang mimpi*

It is a dialogue from one of a character, a ticket seller in the novel. In order to make the natural translation, the translator did not translated the text literally as “*pemimpi lainnya*” where it does not enough to show the expression of the character, and made it into “*satu lagi tukang mimpi*” to emphasized and to make the clear the speaking style from a ticket seller that had enough faced thousands of travelers with dreams in the story. The unit shift from only two words became four words occurred as the condition of the strengthening the character.

12. SL: The alchemist **dismounted** slowly, and boy did the same.

TL: *Sang alkemis turun dari kudanya perlahan-lahan; si anak lelaki juga.*

“Dismounted” simply means “*turun*” in Indonesian. But the translator could not just put it that way. Or the translation would be “*Sang alkemis turun perlahan-lahan; si anak lelaki juga.*”, whereas the readers of the translated novel would find it that “*turun*” here is from the horse, since it is clear that the characters was riding horses. But it is usual in Indonesian to repeat words in the next sentence, just to make the perspective not change.

13. SL: And, for wise men, gold is the metal that evolved the **furthest**

TL: *Dan bagi orang-orang bijak, emas adalah logam yang berevolusi paling jauh*

Furthest is a superlative form from far. In English “est” is a suffix that added to make the adjective words become the form of superlative. In Indonesian, instead of suffix, it has prefix that functioned as the same. It is “*ter*”. But, the translator chose the word “*paling*” which has the same meaning as “*ter*”. If the translator chose to use prefix “*ter*” the translation will be “*Dan bagi orang-orang bijak, emas adalah logam yang berevolusi **terjauh**.*” Which sounds less natural for native target language. That is why shifted in unit happened, that is a word becomes a phrase.

14. SL: I’m like everyone else—I see the world **in terms of** what I would like to see happen, not what actually does

TL: *Aku ini seperti semua orang lain—aku memandang dunia **menurut** apa yang ingin kulihat terjadi, bukan apa yang sesungguhnya terjadi.*

“*Menurut*” means “according” in English. English has variant expression to say a thing, so do Indonesian. “in terms of” in the source language has the same meaning as “according” in English. That is why the translator translated it into “*menurut*” which has the closest meaning to “in terms of” in the context of this sentence. From that decision the unit shift occurred in coherence for the equivalent translation.

15. SL: The two were taken to a **nearby** military camp

TL: *Mereka dibawa ke perkemahan militer yang **tidak jauh dari sana**.*

The unit shift occurred here cause a meaning shift, where the meaning of the source language shifted or changed in the target language. “nearby” itself has meaning “closest from the regarding location”. The translator should translate it as “*Mereka dibawa ke perkemahan militer terdekat.*” Then the unit shift could not happen also the meaning would not shifted.

16. SL: You can’t offer me something that is already **mine**

TL: *Kau tidak bisa menawariku hal yang sekarang pun sudah **milik kami.***

“Mine” is a word that means “*milikku*” in Indonesian. But here in the story, it is a dialogue that uttered by a leader that has a group. That is why, “mine” here is representation for a group belonging. That is why the translator need a unit shift and translated into “*milik kami*”.

17. SL: You could have died **later on**

TL: *Kau bisa saja mati **belakangan***

“Later on” (two words) here translated as “*belakangan*” (one word) in Indonesian. It is already suitable for the translation, to used unit shift.

18. SL: I don’t understand what **you’re talking about**

TL: *Aku tidak mengerti **maksudmu***

“I don’t understand what you’re talking about” commonly translated as “*aku tidak mengerti maksudmu*” it is enough to clarify the meaning and the purpose of that sentence, and make the unit shift

occurred. Where “you are talking about” is simply translated as “*maksudmu*” instead of “*yang kau bicarakan*”. There is nothing wrong with that, and it doesn’t make the meaning or purpose of the line is less.

19. TL: **And look** how many things the wind already knew how to do

SL: ***Padahal** begitu banyak yang bisa dilakukan angin*

Here the translator could be just translate the words “and look” literally as “*dan lihat*”, but the translator chose not to do that. Instead the translator made a unit shift where the translation became only one word “*padahal*” which is still acceptable for the native target language.

20. SL: **Well**, why did you say that I don’t know about love

TL: ***Kalau begitu**, mengapa kau bilang aku tidak tahu tentang cinta*

Well, has several translations in Indonesian, it according to the context of the text. Sometimes it translates as “*baiklah*”, “*baik*”, “*bagus*” and in this context, it turns into a phrase “*kalau begitu*”. That is why it is included into unit shift.

21. SL: As he did so, he sensed that the universe **had fallen silent**, and he decided not to speak

TL: *Pada saat itulah dia merasa alam semesta telah **terdiam**, dan dia memutuskan untuk tidak berkata-kata.*

“The universe had fallen silent” is a brilliant and deep sentence. It is unfortunately only translated by using unit shift and became “*alam*

semesta telah terdiam” which is not really equivalent to the original sentence.

22. SL: They seemed to laugh at him, and he laughed back, his heart bursting with **joy**.

TL: *Piramida-piramida itu, yang seolah tertawa kepadanya. Dia pun balas tertawa, hatinya serasa meledak oleh **suka cita**.*

“Joy” is a noun that has only a word. The translator chose the words “*suka cita*” as the equivalent to the original and made a unit shift. Where it is originally one word then became two words in the translation. In fact, there is another word that stands with only one word too that equivalent that is “*kebahagiaan*”.

3. Analysis of Structure Shift

Table 4: Data of Structure Shift

No.	Source Language	Target Language
1.	But for the past few days he had spoken to them about only one thing	<i>Tapi selama beberapa hari belakangan ini hanya satu yang dia bicarakan pada domba-dombanya</i>
2.	It doesn't matter	<i>Tidak apa</i>
3.	But in his heart he knew that it did matter .	<i>Tapi dalam hatinya dia tahu tidak demikian halnya.</i>
4.	The horizon was tinged with red, and suddenly the sun appeared	<i>Cakrawala menyemburkan warna merah, dan sekonyong-konyong matahari muncul.</i>
5.	He was going to be able to save the little money he had because of a dream about hidden	<i>Dia dapat menghemat uangnya yang tidak seberapa itu karena mimpi tentang harta karun.</i>

	treasure.	
6.	But, none about his or her own.	<i>Tapi mereka tidak tahu bagaimana seharusnya menjalani hidup sendiri.</i>
7.	Something bright reflected from his chest with such intensity that the boy was momentarily blinded.	<i>Sesuatu yang cemerlang memancar dari dadanya, sinarnya begitu menyilaukan hingga sesaat membutakan mata anak itu.</i>
8.	Nourished by people's happiness	<i>Dihidupi oleh kebahagiaan orang-orang.</i>
9.	Treasure is uncovered by the force of flowing water	<i>Harta terungkap oleh kekuatan air yang mengalir</i>
10.	At the highest point in Tarifa there is an old fort , built by the Moors	<i>Pada titik tertinggi di tarifa terdapat sebuah benteng tua, yang dibangun oleh bangsa moor.</i>
11.	Nearby military camp	<i>Perkemahan militer yang tidak jauh dari sana</i>
12.	The alchemist took from his pouch the strange yellow egg	<i>Sang alkemis mengeluarkan telur kuning yang aneh itu dari dalam kantongnya.</i>
13.	Because you have already lost your savings twice	<i>Sebab kau sudah dua kali kehilangan milikmu</i>
14.	The man looked at the angel in surprise	<i>Sang ayah terperangah memandang malaikat itu</i>
15.	It was his heart that would tell him where his treasure was hidden	<i>Hatinya lah yang akan memberitahunya tempat harta karun itu berada.</i>
16.	you'll learn that a man shouldn't be so stupid"	<i>kau akan belajar untuk tidak sebodoh ini lagi.</i>
17.	I dreamed	<i>Dalam mimpiku</i>

1. SL: But for the past few days he had spoken to them about only one thing

TL: *Tapi selama beberapa hari belakangan ini hanya satu yang dia bicarakan pada domba-dombanya*

He had spoken to them about only one thing
 S V O C

Hanya satu yang dia bicarakan pada domba-dombanya
 C S V O

In the translation the structure of the sentence above shifted, in order to adjust the target language structure. Sentence above could not just literally translated each word, or the meaning will be missed. That is why the translator used the structure shift to make the translation make sense.

2. SL: It doesn't matter

TL: Tidak apa

“It doesn't matter” is a complete sentence where there is a subject and predicate. Meanwhile in the translation, “*tidak apa*” is just a phrase.

3. SL: **it did matter**

TL: *tidak demikian halnya.*

In the source language the text has clear structure “it” as a subject “did” as a verb and “matter” as the complement. But it translated as only a phrase in target language, which is not independent.

4. SL: The horizon was **tinged** with red

TL: *Cakrawala menyemburkan warna merah*

In the source language sentence above was formed as passive voice. “tinged with red” meanwhile in the translation it transformed into

active voice. “*menyemburkan warna merah*”. If the structure of voice should not be shifted then the translation could be “*Cakrawala diwarnai dengan warna merah.*” Which makes the sentence less effective, because there is a repeated word.

5. SL: the little money

TL: *uangnya yang tidak seberapa itu*

“the little money” is only structured as a clause in the source language. but in the translation it transformed as a complete sentence which has subject “*uangnya*” and complement “*tidak seberapa itu*”.

6. SL: none about his or her own

TL: *mereka tidak tahu bagaimana seharusnya menjalani hidup sendiri*

In the source language the line is only structured as a phrase, where the sentence is not capable to stand by itself. But it turned into a complete sentence in the target language, where the sentence have a main sentence; “*mereka tidak tahu*” and a clause “*bagaimana seharusnya menjalani hidup sendiri.*”

7. SL: Something bright reflected from his chest **with such intensity** that the boy was momentarily blinded.

TL: *Sesuatu yang cemerlang memancar dari dadanya, **sinarnya begitu menyilaukan** hingga sesaat membutakan mata anak itu.*

“with such intensity” which is just a clause becomes “*sinarnya begitu menyilaukan*” which is a complete sentence, that has a subject; “*sinarnya*”, a complement; “*begitu menyilaukan*”.

8. SL: people's happiness

TL: *kebahagiaan orang-orang*

In the source language the line structured as head + modifier, where "happiness" here to explain "people", meanwhile in the target language it became modifier + head where "*orang-orang*" is explained by "*kebahagiaan*".

9. SL: Treasure is uncovered by the force of **flowing water**

TL: *Harta terungkap oleh kekuatan **air yang mengalir***

In the source language "flowing water" has structure modifier followed by the head. The word "water" is explicated by the word "flowing". In the translation it turned into the opposite that is, head + modifier; "*air yang mengalir*". Where the word "*mengalir*" is explicated the word "*air*"

10. SL: At the highest point in Tarifa there is an **old fort**, built by the Moors

TL: *Pada titik tertinggi di tarifa terdapat sebuah **benteng tua**, yang dibangun oleh bangsa moor.*

In the source language "old fort" is structured as modifier + head and in the target language it translated into "*benteng tua*" which are structured as the opposite that is head + modifier.

11. SL: nearby military camp

TL: *perkemahan militer yang tidak jauh dari sana.*

Nearby is an adverb in the source language. But in the translation nearby translated as a phrase "*yang tidak jauh dari sana*".

12. SL: the alchemist took from **his pouch the strange yellow egg**.

TL: *sang alkemis mengeluarkan telur kuning yang aneh itu dari dalam kantongnya.*

“from his pouch the strange yellow egg.” becomes “*telur kuning yang aneh itu dari dalam kantongnya.*” The object which “the strange yellow egg” that translated as “*telur kuning yang aneh itu*” has different position in both source language and target language. If in the source language the object put in end of the clause, in the translation this object put right after the main sentence. The structure in the clause sentence had shifted.

13. SL: lost your savings twice

TL: *dua kali kehilangan milikmu*

In the original text it is clear that it has head + modifier and became the opposite in the translation.

14. SL: The man looked angel in surprise

TL: *Sang ayah terperangah memandang malaikat itu*

In the source language the structure of the text is subject; “The man” verb “looked” and the object “the angel” also a compliment “in surprise”. Meanwhile in the translation the structure became subject “*sang ayah*” complement “*terperangah*” verb “*memandang*” and the object “*malaikat itu*” in the source language the structure is S + V + O + C meanwhile in the translation it became S + C + V + O.

15. SL: It was his heart that would tell him

TL: *Hatinya lah yang akan memberitahunya*

The structure of the source language is subject “It” + tobe “was” + noun “his heart” + complement “that would tell him”. Meanwhile in the target language it became subject “*Hatinya*” + complement “*yang akan memberitahunya.*”

16. SL: you’ll learn **that a man shouldn’t be so stupid.**

TL: *kau akan belajar untuk tidak seabodoh ini lagi.*

In the source language the structure of the clause “that a man shouldn’t be so stupid” has a clear structure who is a subject; “a man” and what is the complement; “shouldn’t be so stupid”. Meanwhile in the translation it became “*untuk tidak seabodoh itu lagi*”. Instead of making it as a clause, the translator decided to made it as phrase.

17. SL: I dreamed

TL: Dalam mimpiku

In the source language it is an independent sentence where there are a subject and a verb. But in the translation it turned into a phrase.

4. Analysis of Intra-system Shift

Table 5: Data of Intra-system Shift

No.	Source Language	Target Language
1.	Desert	padang pasir
2.	The sheep	domba-domba
3.	Hours	Jam
4.	Talked	Berbincang-bincang
5.	People	Orang-orang

1. SL: dessert (one word)

TL: padang pasir (two words)

In the source language word desert only has *padang pasir* that equivalent in target language. The shift that occurred is internally, where in the target language has two word to say the same thing and same meaning in source language. In this case “desert” and “*padang pasir*”

2. SL: the sheep (not repeated)

TL: domba-domba (repeated)

In English we know that “s” added as a sign that noun is plural. But some of them have the other word for their plural form. For instance: man-men, woman-women. In this case the sheep is also the plural form, no need to add “s”. But in the target language, to inform that it is plural, the repetition is needed. For instance; *domba-domba*, *rumah-rumah*, *orang-orang*, etc.

3. SL: hours (plural)

TL: jam (singular)

In Indonesian which is the target language, any kinds of unit whether it is time, or measure, it will be said as singular. Just like “hour”. If in English “hour” will be plural by adding “s” if it more than one. It is different from Indonesian that one or two or three, they will be said as singular, which is “*jam*”.

4. SL: Talked

TL: Berbincang-bincang

Talked is a past form of verb talk. It translated into *berbincang-bincang* in Indonesian. *Berbincang-bincang* usually used in Indonesian to show the talking that took a long time. There is a repetition added by prefix *ber* to show it is an adverb.

5. SL: People

TL: Orang-orang

English has their own way to say plural things, people is included. But in Indonesian, to say plural things it usually repeated, for instance *orang-orang*. It has been internal structured in both languages.

2. Findings

The formulation of the problems number 1 and number 2 had answered in the following table, that based on the analysis above.

Table 6: Types of Category Shift

No.	Types	Amount	Percentage
3.	Class Shift	10	19%
4.	Unit Shift	22	40%
4.	Structure Shift	17	31%
5.	Intra-system Shift	5	10%
	Total	55	100%

From the table above, we can see that all of the types of category shift found in the translation novel. They are; unit shift, structure shift, class shift and intra-system shift. There are 5 data that contained two types of category shift at once. They are; unit shift + structure shift, intra-system shift + unit shift, structure shift + intra-system shift, unit shift + structure shift, structure shift + unit shift.

From the table above, it is clear that the most dominant types of category shift is unit shift 45%. The second position occupied by structure shift 31%, followed by class shift 13%, and the last is intra-system shift 9%.

3. Discussion

In order to answer the third formulation of the study the researcher would like to discuss it.

Based on the analysis above, it can be seen that most of translation shift is unit shift where the shifted is because of the different count of words in the source language and in the target language. Meanwhile (Catford, 1965: 6)

uttered, that the most frequent category shift that occurs in translation is structure shift. Since the grammatical and the structure of both languages must be have huge differences. But, in this study after the analysis, the researcher found another possibility category shift that dominant, which is unit shift.

In English they usually have their own words to say something that in Indonesia does not have it. For example: in Indonesian we only can say “*sangat besar*” in English instead of “very big” they have word “enormous”. It is obvious, that the text is originally only one word but became two words in the translation.

The change of count of word also applied in return, where the original text is more than one word in English but in Indonesian it became only one word. For the example, “The old man knew how to read.” It translated into “*Orang tua ini bisa membaca.*” “knew how to” is simply translated into “*bisa*” instead of “*tahu bagaimana untuk*” or “*tahu caranya*”.

Unit shift is the shift from the lower level to higher level, and also from the higher level to the lower level. The factor that make unit shift is dominant is, it is very common for us to find the translation is longer than its original language, or the original language is longer than its translation. It occurred most of the time. The other factor why is unit shift used more often than the other shift is because it is easier to apply, the translators do not need to think about the structure or grammar to find the equivalent translation.

CHAPTER V

CONCLUSIONS AND SUGESSTIONS

A. Conclusions

This study focused on category shift found in the translation novel *The Alchemist* into Indonesian language. After analyzing the data, conclusions were drawn as follows;

1. The types of Category Shift that found in this translation novel were; Class Shift (13%), Unit Shift (45%), Structure Shift (31%) and Intra-System Shift (9%).
2. The dominant type of category shift is unit shift with 25 data or 45% from all over the data.
3. The reason why the unit shift is dominant is because there are a lot of idioms in the novel. Idioms itself will have different number of words if translated into Indonesian.

B. Suggestions

This study still has so many weakness and deficiency, and in order to reduce these lacks from this study, the researcher offers some suggestions as follows;

1. For the students and the researchers; it is suggested for them to do the further research about category shift in any kinds of literature works, or any kinds of textual material, in order to make clearer understanding about the use and the placement of any types of category shift.

2. For the translators; it is suggested for them to use more of category shift, in order to make a good, natural and acceptable translation for the native target language readers.
3. For the lecturers, it is suggested for them to add more material about category shift. Thus, can help the students to understand and interested in translation field.

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APPENDICES

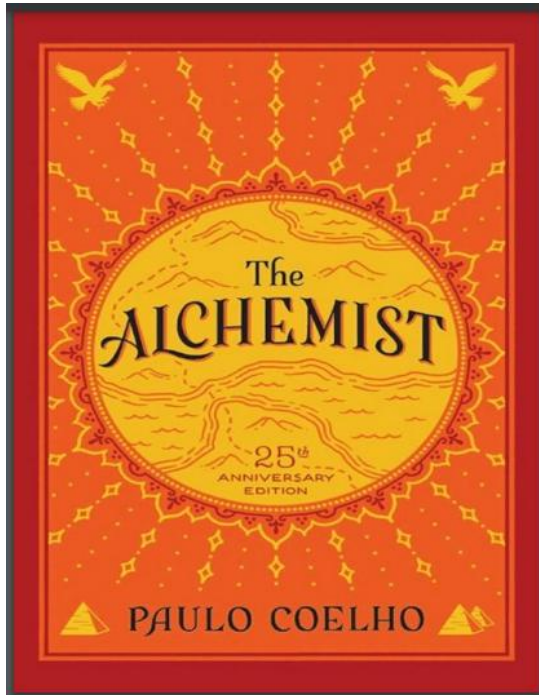


Figure 1: Cover The Alchemist

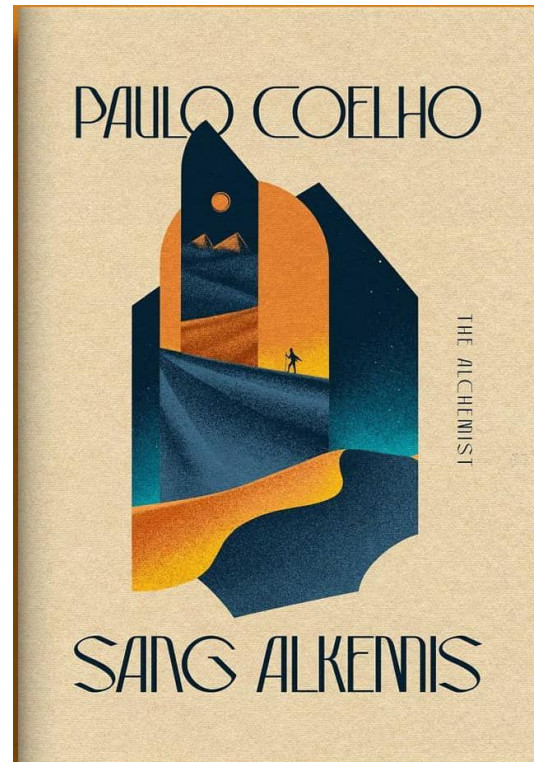


Figure 2: Cover Sang Alkemis

THE BOY'S NAME WAS SANTIAGO. DUSK was falling as the boy arrived with his herd at an abandoned church. The roof had fallen in long ago, and an enormous sycamore had grown on the spot where the sacristy had once stood.

He decided to spend the night there. He saw to it that all the sheep entered through the ruined gate, and then laid some planks across it to prevent the flock

Figure 3: Data Source Language 1,2,3 from page number 7

ANAK laki-laki itu bernama Santiago. Senja sudah menjelang ketika dia tiba bersama kawanan dombanya di sebuah gereja yang terbengkalai. Atap gereja itu sudah runtuh lama berselang, dan sebatang pohon sycamore yang sangat besar tumbuh di tempat sakristi pernah berdiri.

Figure 4: Data Target Language 1,2,3 from page number 15

But for the past few days he had spoken to them about only one thing: the girl, the daughter of a merchant who lived in the village they would reach in about four days. He had been to the village only once, the year before. The merchant was the proprietor of a dry goods shop, and he always demanded that the sheep be sheared in his presence, so that he would not be cheated. A friend had told the boy about the shop, and he had taken his sheep there.

Figure 5: Data Source Language 4 from page number 8

Tapi selama beberapa hari belakangan ini hanya satu yang dia bicarakan pada domba-dombanya: gadis itu.

Figure 6: Data Target Language 4 from page 17

"Well, usually I learn more from my sheep than from books," he answered. During the two hours that they talked, she told him she was the merchant's daughter, and spoke of life in the village, where each day was like all the others. The shepherd told her of the Andalusian countryside, and related the news from the other towns where he had stopped. It was a pleasant change from talking to his sheep.

Figure 7: Data Source Language 5 from page number 8

"It doesn't matter," he said to his sheep. "I know other girls in other places." But in his heart he knew that it did matter. And he knew that shepherds, like seamen and like traveling salesmen, always found a town where there was someone who could make them forget the joys of carefree wandering.

Figure 9: Data Source Language 6,7 from page 9

content with just food and water, and, in exchange, they generously gave of their wool, their company, and—once in a while—their meat.

Figure 11: Data Source Language 8 from page 9

"People from all over the world have passed through this village, son,"

Figure 13: Data Source Language 9 from page 10

The horizon was tinged with red, and suddenly the sun appeared.

Figure 15: Data Source Language 10, page 11

The old woman led the boy to a room at the back of her house;

Figure 17: Data Source Language 11, page 12

He paused for a moment to see if the woman knew what the Egyptian pyramids were. But she said nothing.

Figure 19: Data Source Language 12, page 13

The woman was silent for some time. Then she again took his hands and studied them carefully.

Figure 21: Data Source Language 13, page 13

dombaku daripada dari buku-buku," sahut si anak. Selama dua jam berbincang-bincang, gadis itu menceritakan bah-

Figure 8: Data Target Language 5 from page 18

"Tidak apa," katanya pada domba-dombanya. "Aku k gadis-gadis lain, di tempat-tempat lain." Tapi di hatinya dia tahu tidak demikian halnya

Figure 10: Data Target Language 6,7 from page 19

dapatkan makanan dan air. dan sebagai imbalannya dengan murah hati mereka memberikan wol mereka, persahabatan mereka, dan—sesekali—daging mereka.

Figure 12: Data Target Language 8 from page 20

"ORANG-ORANG dari seluruh dunia pernah melewati desa ini, Nak," kata ayahnya. "Mereka datang untuk mencari

Figure 14: Data Target Language 9, page 22

"CAKRAWALA menyemburkan warna merah, dan sekonyong-konyong matahari muncul. Si anak lelaki ter-

Figure 16: Data Target Language 10, page 24

PEREMPUAN tua itu membawa si anak lelaki ke ruangan di bagian belakang rumahnya; ruangan itu dipisahkan

Figure 18: Data Target Language 11, page 26

"Dia diam sejenak untuk melihat apakah perempuan tua itu tahu tentang Piramida-Piramida Mesir. Tapi

Figure 21: Data Target Language 12, page 28

Sesaat perempuan itu terdiam. Kemudian diraihnya kembali kedua tangan anak itu dan dipelajarinya dengan saksama.

Figure 22: Data Target Language 13, page 29

The boy laughed—out of happiness. He was going to be able to save the little money he had because of a dream about hidden treasure!

Figure 23: Data Source Language 14, page 14

Anak itu tertawa—karena bahagia. Dia dapat menghemat uangnya yang tidak seberapa itu karena mimpi tentang harta karun!

Figure 24: Data Target Language 14, page 29

And the woman told the boy to leave, saying she had already wasted too much time with him.

Figure 25: Data Source Language 15, page 14

Lalu perempuan itu menyuruh si anak pergi, katanya dia sudah terlalu banyak membuang-buang waktu untuk anak itu.

Figure 26: Data Target Language 15, page 30

That was what made traveling appeal to him—

Figure 27: Data Source Language 16, page 14

Itulah daya tarik berkelana baginya—

Figure 28: Data TL 16, page 31

the person to change. If someone isn't what others want them to be, the others become angry. Everyone seems to have a clear idea of how other people should lead their lives, but none about his or her own.

Figure 29: Data SL 17, page 15

menjadi marah. Orang tampaknya selalu merasa lebih tahu, bagaimana orang lain seharusnya menjalani hidup, tapi mereka tidak tahu bagaimana seharusnya menjalani hidup sendiri.

Figure 30: Data TL 17, page 31

The old man knew how to read,

Figure 31: Data SL 18, page 16

Orang tua ini bisa membaca,

Figure 32: Data TL 18, page 33

but before the boy could say anything, the old man leaned over, picked up a stick, and began to write in the sand of the plaza. Something bright reflected from his chest with such intensity that the boy was momentarily blinded. With a movement that was too quick for anyone to see, the man covered whatever it

Figure 33: Data SL 19, page 18

mulai menulis di pasir alun-alun itu. Sesuatu yang cemerlang memancar dari dadanya, sinarnya begitu menyilaukan hingga sesaat membutakan mata anak itu. Dengan

Figure 34: Data TL 19, page 37

"I'm the king of Salem," the old man had said.

"Why would a king be talking with a shepherd?" the boy asked, awed and embarrassed.

Figure 34: Data SL 20, page 18

tanya si anak dengan takjub bercampur malu.

Figure 35: Data TL 20, page 37

None of what the old man was saying made much sense to the boy.

Figure 36: Data SL 21, page 18

Si anak sama sekali tidak memahami ucapan orang tua itu. Tapi dia ingin tahu, apa yang dimaksud dengan

Figure 37: Data TL 21, page 38



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Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Yuli Wulan Sari
NPM : 1802050112
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3,54

IPK = 3,54

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
14/02/2022 	Category Shift in The Translation of <i>The Alchemist</i> by Paulo Coelho in Indonesian	 
	Conflict Analysis in <i>The Kite Runner</i>	
	An Analysis of Decorative Speech Acts in <i>The Avenger</i>	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 14 Februari 2022

Hormat Pemohon,



Yuli Wulan Sari

Dibuat Rangkap 3 :

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Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Yuli Wulan Sari
NPM : 1802050112
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut : CATEGORY SHIFT IN TRANSLATION OF *THE ALCHEMIST* IN INDONESIAN

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Dra. Diani Syahputri, M. Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 14 Februari 2022

Hormat Pemohon,

Yuli Wulan Sari

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Nomor : 512 /II.3-AU/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Yuli Wulan Sari
NPM : 1802050112
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Category Shift in Translation of The Alchemist in Indonesian

Dosen Pembimbing : Dra. Diany Syahputri, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 24 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 23 Rajab 1443 H
24 Februari 2022 M



Dekan

Dra. Hj. Syamsuyurnita, M.Pd
NIP. 19670604 199303 2 002

Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGGKUTI SEMINAR



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BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat, tanggal 05, Bulan Agustus, tahun 2022 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Yuli Wulan Sari
NPM : 1802050112
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Category Shift in the Translation of the Novel *The Alchemist* by Paulo Coelho into Indonesian Language

No	Masukan dan Saran
Judul	Reorganize to inverted pyramid style
Bab I	
Bab II	Add more theory and examples of shift translation
Bab III	Need more theory of research methodology
Lainnya	Check notes in proposal
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui dengan adanya perbaikan

Dosen Pembahas

(Rahmat Wahyudin Sagala, S.Pd., M.Hum)

Dosen Pembimbing

(Dra. Diani Syahputri, M.Hum)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)



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SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertandatangan dibawah ini :

Nama Mahasiswa : Yuli Wulan Sari
NPM : 1802050112
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Category Shift in the Translation of the Novel *The Alchemist* by Paulo Coelho into Indonesian Language

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapatdipergunakan sebagaimana mestinya.

Medan, 05 Agustus 2022

Hormat saya
Yang membuat Pernyataan

Yuli Wulan Sari

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum



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SURAT KETERANGAN

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Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Fadillah Khusnah Harahap
NPM : 1802050118
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Kamis
Tanggal : 09 Juni 2022
Dengan Judul Proposal : Freedom to Express: Impoliteness as a Hallmark of Homophily in the Comment on a National E-News Site

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di: Medan
Pada Tanggal: 09 Juni 2022

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Yuli Wulan Sari
 NPM : 1802050112
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Category Shift in the Translation of the Novel *The Alchemist* by Paulo Coelho into Indonesian Language

Sudah layak diseminarkan.

Medan, Agustus 2022

Dosen Pembimbing

Dra. Diani Syahputri, M. Hum.