

**THE ANALYSIS OF STUDENTS' TRANSLATION SHIFT
IN TRANSLATING ARGUMENTATIVE TEXT FROM
ENGLISH TO BAHASA INDONESIA**

A Thesis

**Submitted as a partial fulfilment of the requirements for S1
Degree**

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ABSTRACT

This research was conducted based on the phenomenon that occurred in the faculty of tarbiyah and teacher training majoring in English education. The students often make mistakes in translating part of speech. They have difficulty in translating noun phrases because of grammatical differences between English and Indonesian. Therefore, this thesis discusses the analysis of students translation shift in translating argumentative text from English to Indonesian. The purpose of this research is to classifying the types of category shifts, namely structure shift, class shift, unit shift, intra system shift. This research was conducted based on qualitative descriptive analysis. The subject of this research is the fifth semester English education UIN Raden Intan Lampung while the sample is class D students, totaling 30 students considered by using purposive sampling technique. In collecting data, this the study used a writing assignment document to identify students translation results and analyze the category shift in the text based on category shift and according to Catford.

The result of the research showed that there were 4 types of category shift. In the argumentative text translated by students from English to Indonesian, there are 17 structure shifts, 5 class shift, 7 unit shift, 16, intra system shifts, , so the total of 45 noun phrases contained in the argumentative text and the high presented of category shift are structure shift 37,77%, intrasystem shift 35, 55%, unit shift 15, 55%, class shift 11,11%.

Keywords : Analysis, Category Shift, Noun Phrases, Source, Translation Shift, Type.



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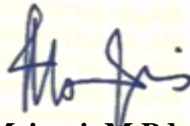
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DECLARATION

I hereby certify that this thesis with the title : The Analysis of Translation Shift in Translating Argumentative Text From English to Bahasa Indonesia. Completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged text.

Bandar Lampung, 16Th Desember 2021
Declared by,

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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Liyas and Mrs. Uminah who always support me with love and prayers for my success.
2. My beloved brother, Aulia Ahmad Firdaus and all my family who always give encouragement.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung.

Motto

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

Indeed, after hardship there is relief, verily after hardship there is relief.

(AL- INSYRAH 5-6)

CURRICULUM VITAE

The name of the researcher is Lilis. She was born in Tanggamus, Nabang Bayur on March 31th, 1999. She is the first of two children from Mr. Liyas and Mrs. Uminah. She has one brother, named Aulia Ahmad Firdaus.

She graduated from elementary school at SDN 2 Napal in 2011. Then, she continued her study at Mts Mathla'ul Anwar Napal in 2014. Next she entered her senior high school in MAN 1 Pringsewu, Lampung, she took a science program and graduated in 2017. In the same year, she registered as an S1-degree student of English Education as her major.

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CHAPTER 1

BACKGROUND

A. Background of the Problem

Learning a language means learning to communicate with both spoken and written languages. To communicate correctly and appropriately, it must have a good component language for easy understanding. In translating must have skills in the process of translation and understand equality in order to produce a good translation.

Translation is a communication process that involves the transfer of a message from the source language to the target language. The translation is used to transfer information. Translation can help people to get the meaning of the information delivered by using different language. Furthermore, translation also helps people to avoid difficulties in understanding the contents of the text so there will be no mis-communication. In Translation, there is process of transferring meaning of the source language into the target language by paying attention the authors' intention in the text. According to Newmark, "translation it is rendering the meaning of a text into another language in the way that the author intended the text"¹. Besides that, said that translation is the rendition of a text into another language by intended the text. Both of these experts define that translation is the process of changing and rendition the meaning of a source to target text depends on author and translator means.² It can be concluded that the translation conveying a message from the source language into the target language in the form of meaning by taking into account the style of language, cultural differences and the purpose of the author. However, the most important thing in the translation is the meaning of the source language can be transferred to target language. In solving

¹ Peter Newmark, *A Text Book of Translation*, (London: Central London Pergamon Press Polytechnic, 1988), p. 5.

² Newmark Peter. *A text Book of Translation*. (London :1988), p. 36

communication problems between two different languages, especially in a written form, translation has a very important role to abridge the words, phrases, or sentences the readers do not understand.

The development of using English-Indonesian makes people want to get more knowledge of translation because translation has emphasized personal studies. While knowledge translation is a relatively new term, many studies and research increase to develop translation studies. According to Nababan translating is not only an art, knowledge, or a skill, but the combination³n of them. The combination of them will be sense and meaningful. Meanwhile, if the form in the source language has a new form of the target language, it's called shift. Such data sources are usually found noun phrases. According to Catford explains that „shift“ or translation shift is a departure from official correspondence in the process from the SL to TL. It means that a translation shift is a translation procedure that involves the grammatical shift from SL to TL. There are two main types of translation shift, level shift and category shift. The first is level shift, which includes target language translation equivalents at different levels, such as from grammar to lexis. Level shift occurs when the target language has a different level from the source language. The second type is category shift as a shift from formal correspondence in translation which is divided into four types, namely structure shift, class shift, unit shift, and intra-system shift.⁴

One type of the English phrases that can be found in almost every sentence is a noun phrase. This is because a sentence usually consists of a verb phrase and a noun phrase. According to Ronald Wardaugh, a noun phrase is a grammatical construction usually contains a noun as its central

³ Nababan, M.Rodolf. *Aspek Teori Terjemah dan pengalihbahasaan*, (Surakarta : 1997), p. 81

⁴ Catford, John Cunnison. *A Linguistic Theory of Translation.*(London :1965),p.56.

constituent.⁵The noun phrase typically functions as subject, object, complement of sentences and as complement in prepositional phrases⁶. Here are some examples of the noun phrases:

1. My father has bought a very expensive car.
2. The police have arrested the man who married John's sister.
3. This research requires expensive equipment.

My father, the police, the research, a very expensive car, the man who Married John's sister, and expensive equipment are all noun phrases. The noun phrases my father, the police, and this research function as the subjects of the sentences. Whereas, the noun phrases a very expensive car, the man who married John's sister and expensive equipment function as the objects of the sentences. According to Leech and Svartvik, in the structure of the noun phrase the noun head can be accompanied by a determiner, a premodifier and a postmodifier.⁷ The noun phrases my father, the police and this research consist of determiners (my, the, this) and noun heads (father, police, research), while, the noun phrase a very expensive car consists of a determiner (a), a premodifier (very expensive) and a head (car). The noun phrase the man who married John's sister consists of a determiner (the), a head (man) and a postmodifier (who married John's sister). Finally, the noun phrase expensive equipment consists of a premodifier (expensive) and a head (equipment). The structures of English noun phrases are different from Indonesia. So that often the meaning is not conveyed perfectly because of these differences.

⁵ Ronald Wardaugh, *introduction to linguistics*. (New york : 2000), p247.

⁶ Quirk and Greenbaum, *international journal*. (London : 2001), p.3.

⁷ Leech and svartvik, *A communicative Grammar of English*, (London : 2005), p. 130

Based on the syllabus for the fifth semester of the English education at UIN Raden Intan Lampung, there are several texts that are : which students must translate, namely, descriptive text, narrative text, argumentative text. The researcher chose argumentative text because it was suggested by the lecturer because the data was already available. Students must be able to understand and translate argumentative text from English to Indonesian.

Argumentative text is a form of text that expresses an opinion in a statement that raises an explanation, basis, evidence, pros and cons accompanied by objective reasons, actual, actual, valid and strong facts. According to Solahudin, Argumentative text is a text that contain a lot of the opinion of the writer.⁸ Furthermore argumentative text included the categorial text that has contain several meaning from the writer to the reader, the transfer meaning of the text in translating argumentativ text in English language to indonesia language some time having a problem, the problem because there is differences grammatical structure between English and Indonesian language, in this case make the impact meaning captured from the source text to the target text in translating argumentative text less precise. The impact of this problem the meaning conveyed by the source text cannot be accepted by the target text, besides in this situation the result of the analysis text causing an error in translation.

Based on the preliminary research that I did by interviewing the English lecturer of the English education translation course at UIN Raden Intan Lampung on september 1, 2020. The researcher asked about the students' ability in translating a text. The lecturer said that many students often translate part of speech in a text in equivalence. Then the researcher asked about what errors were the most dominant in the part of speech. The lecturer said that the language that students often misunderstand is about noun phrases, students often translate

⁸ Solahudin, *Jurnal Pendidikan*.(Jakarta : 2009).P13.

noun phrases in equivalence, while there are grammatical differences between English and Indonesian.

In addition to conducting interviews with lecturers, the researchers also interviewed several from the students. The researcher asked them about their ability in grammar. Students say that grammar is confusing and there are a lot of grammar rules so that they have difficulty in translating. Then the researcher asked about their ability to translate part of speech. Students said that we often translate parts of speech equally because we do not understand the translation shift. The researcher asked again which part was more dominant when translating the part of speech equally. Then students answered that we often translate noun phrases equally because we don't understand the elements of noun phrases and translation shift theory so that when translating the meaning is not perfect.

Based on the problems that arise, the translation shift of noun phrases in argumentative text from English to Indonesian, there are differences in the grammatical structure between English and Indonesian, causing the difference between the grammatical structure between English and Indonesian, giving rise differences in the meaning captured from the source text to the target text, in this case it can give the impact the meaning of the text conveyed by the author to the translator to be less precise.

There are some previous researches that used to prove this research. The first one was previously by Fauziah with the title "The Analysis of Students translation shift in translating English to Indonesian recount text made by class XI students of SMA Muhammadiyah Purworejo".⁹ This study focuses on level shift in translating verb phrases in recount text. The researcher found 89 verb phrases which were

⁹ Fauziah " *The analysis of students translation shift in translating english to indonesian recount text made by class XI students of SMA Muhammadiyah Purworejo* ", (UIN Raden Intan Lampung :2018), p.5

translated based on level shift and students made 5 level shift errors.

The second one was previously by Siti Muhtalifah with the title "An analysis of English-Indonesian Translation Shift In the Hannah Banana Short Story By Ribut Wahyudi".¹⁰ The focus of this research is to find the types of translation shift in the text and how to translate it. The researcher found 120 translation shift in the text which consists of level shift and category shift.

The last previous research by Suryani was entitled "The Analysis of translation shift in harry potter".¹¹ This research focuses on translating part of speech in the harry potter film based on the translation shift. The researcher found 125 shifts in the translated Harry Potter film consisting of level and category shifts.

Based on the several explanation above the researcher intrested to conduct the thesis proposal entiteld THE ANALYSIS OF STUDENTS' TRANSLATION SHIFT IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO BAHASA INDONESIA, because the researcher find there is difference The stuctures of noun phrases in english language between indonesia language after the source language are transfered in target text in this case raises the researcher's desire to analyze further regarding what kinds category shifts in students translating argumentative text from English to Indonesian.

B. Identification of the problem

Based on the background above, this research identifies the problem are :

1. The difference between English an Indonesian grammar in translating noun phrases in argumentative text.

¹⁰Siti Muhtalifah "An analysis of English-Indonesian Translation Shift in the Hannah Banana Shot Story", (Jakarta : 2015), p.6.

¹¹ Suryani " The Analysis of translation shift in harry potter" , (Jakarta : 2017), p. 3

2. Meaning of argumentative text conveyed by the author to the translator to be less precise.

C. Limitation of the problem

From identification of the problem above, the researcher limited this research only focus on analyzing students' translation shift in translating noun phrases in argumentative text from English to Indonesian. The specific types of translation shifts is category shift, the category shift devides into four kinds, structure shift, class shift, unit shift, intra system shift.

D. Formulation of the problem

Based on the background of study, the formulation of the research as

follow :

1. What are the category shifts of translation found on students translation work of noun phrases in argumentative text?
2. What are the highest percentage category shift of translation noun phrases in argumentative text from english to indonesian?

E. Objective of the research

The objective of the research are :

1. To describe the category of translation shift found in the translation noun phrases of English into Indonesian in argumentative text conducted by fifth semester students of English education UIN Raden Intan Lampung.
2. To describe the high presented of category shift on translation noun phrases in argumentative text from English to Indonesian for fifth semester students of English education UIN Raden Intan Lampung in translating English into Indonesian in argumentative text.

F. Significance of the Research

1. For the teacher, this research it is hoped that they will understand more about the translation shift in the argumentative text.

2. For the students, this research useful add insight to students, about translation shift in noun phrases that often occur when translating a text into English to Indonesian, this is useful to minimize the occurrence of errors that students make later on.
3. For the other researchers, this study expected can be one of meaningful studies which can be used a reference for those who want to analyze in the class that focus in Students' problems in translation shift.

G. Scope of the Research

1. The subject of research
The subject of the research is the students at the fifth semester of English Education at UIN Raden Intan Lampung.
2. The object of research
The object of research was students' translation shift in translating noun phrase in argumentative text from English to Indonesian.
3. The place of the research
The research was conducted at English education of state Islamic university of Raden Intan Lampung.
4. Time of the research
The research was conducted at 2020/2021 academic year.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation and the description in the previous chapter,

1. The category shift occurred in the target text is classified into four categorizations. The first of structure shift is 17. The second is class shift the total number of class shift is 5. The third shift is unit shift the total number of unit shift is 7. The fourth is intra system shift the total number of intra system shift is 16.
2. The highest percentage of category shift found of translating argumentative text. The first is structure shifts 37,77 %. The second is intra system shifts 35,55%. The third is unit 15,5%. The fourth is 11,11%.

B. Suggestion

Having analyzed the students' translation argumentative text from English to bahasa Indonesia at English education in UIN Raden Intan Lampung in the second semester of fifth semester, the researcher has some suggestion :

1. For the English teacher

Teachers must provide motivation and attention to students in their English translation in translating noun phrases.

Teachers should improve students' ability to use conjunctions, especially in translations that change grammar.

Teachers can provide more interesting teaching methods in teaching English so that they are more interested in learning to translate.

2. For the students

The students should be more active in translating.

Students should increase their efforts in increasing their knowledge in shift translator.

Students should pay more attention to each particular material translating.

The students should improve their understanding in shift translator in translating noun phrases from English to Indonesian.

3. For the readers

Translation is an important part of learning a foreign language. Somebody cannot understand the target language. This research hopes to be able to provide contribution for readers, especially for English majors who interested in analyzing the translation. Furthermore, he hopes for the future researchers to conduct similar research themes do not only focus on the translation of translator shifts, especially category shifts and their types.

4. For next researcher

- This research just investigate translation shift in category and next researcher can do at level shift. It is argumentative text, next can investigate other text such as narrative text, recount text etc.

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APPENDIX 1

The Results of interview with English lecturer in Preliminary Research

No	Question	Answer
1.	How many classes in the fifth semester of English education UIN RIL and how many students fifth semester?	There are 9 classes at the fifth semester and 306 students consisting of 73 male and 233 female.
2.	Can you explain your experience in teaching English, especially in teaching translation?	Based on my experience, teaching English is not simply as people think, especially in teaching translation. Because usually translating from SL to TL there are grammatical differences so that students often make mistakes so that the meaning is not conveyed perfectly. Because not all students understand the theory of students translation.
3.	how are students ability when translating text?	Usually students translating part of speech in text in equivalence. Because students do not understand the shift of the translator.

The Results of Interview with English Teacher in Preliminary Research

NO	QUESTION	ANSWER
1.	Can you explain about translatin when you translating a text and what is the difficulty?	Translation is a difficult course you often make mistakes when translating a text especially part of speech because of the difference in grammar from ST to TT.
2.	What is dominant of part of speech and what do you translation ability?	we often translate noun phrases equally because we don't understand the elements of noun phrases and translation shift theory so that when translating the meaning ins not perfect

APPENDIX 2

NO	Source language	Target language
1.	In the <i>modern world</i>	Di <i>dunia modern</i>
2.	A large number of other <i>modern technologys</i>	Sejumlah besar <i>teknologi modern</i> lainnya
3.	Modern computers	Computer modern
4.	The government is not doing anything to protect children from intrusive advertising on <i>children's products</i> .	Pemerintah tidak melakukan apapun untuk melindungi anak-anak dari iklan yang mengganggu dari <i>produk anak-anak</i>
5.	The government is not doing anything to protect children from <i>intrusive advertising</i>	Pemerintah tidak melakukan apapun untuk melindungi anak-anak dari <i>iklan yang mengganggu</i>
6.	But despite the efforts of a <i>private company</i>	Namun terlepas dari upaya <i>perusahaan swasta</i>
7.	<i>Modern technologies</i>	<i>Teknologi modern</i>
8.	<i>Modern advertising</i> for children can have political overtones	<i>Iklan modern</i> untuk anak-anak dapat memiliki nuansa politik
9	use children to make <i>their parents</i> spend money	Menggunakan anak-anak untuk membuat <i>orang tua mereka</i> menghabiskan uang.
10	<i>Their children</i> no have money	<i>Anak mereka</i> tidak mempunyai uang
11	The main danger lies in what <i>children see</i> on internet	Bahaya utama teletak apa yang <i>dilihat anak-anak</i> di internet
12	Even <i>three year old children</i> watch YouTube everyday	Bahkan <i>anak-anak berusia tiga tahun</i> menonton youtube setiap hari

13	<i>This advertising is annoying</i>	<i>Iklan ini sangat mengganggu</i>
14	Radio station has sent a <i>new producer</i>	<i>Stasiun radio</i> mengirim seorang produser baru
15	From <i>jet black to silver grey</i>	Dari <i>hitam pekat ke abu-abu</i>
16	<i>That our law doesn't permit</i>	<i>Hukum kita</i> tidak mengijinkan
17	<i>A big computer</i>	<i>Sebuah computer besar</i>

NO.	Source language	Target language
1.	Kids addicted to <i>watching ads</i>	Anak-anak kecanduan <i>menonton</i> iklan
2.	Which contains a <i>large number</i> of advertisements	Yang beris <i>sejumlah besar</i> iklan
3.	Children <i>open their eyes</i> more often to YouTube	Anak-anak lebih sering <i>menonton</i> youtube
4.	Children are desperate <i>a visit</i> the production house	Anak-anak nekat untuk <i>mengunjungi</i> rumah produksi
5.	<i>Their</i> don't know value of money	<i>Anak-anak</i> tidak mengetahui nilai uang

NO.	SL	TL
1.	The only aspect <i>parents</i> cannot control is advertising	Satu-satunya aspek yang tidak bisa dikontrol <i>orang tua</i> adalah periklanan.

2.	Children from the earliest years have access to smartphones.	Anak-anak dari tahun-tahun awal memiliki akses ke smartphone
3.	He opens <i>his eyes</i> to watch commercials every day	Dia membuka mata untuk membuka <i>mata</i> untuk menonton iklan setiap hari
4.	<i>Adults</i> , children do not know the value of money	<i>Orang dewasa</i> , anak –anak tidak mengetahui nilai uang.
5.	Decide on it through a YouTube <i>poll</i> .	Memutuskan hal itu melalui jajak <i>pendapat youtube</i> .
6.	<i>Hot steamy rice</i>	<i>Meniriskan nasi</i>
7.	Even three <i>year old</i> children watch YouTube every day	Bahkan anak-anak berusia tiga <i>tahun</i> menonton youtube setiap hari

APPENDIX 4



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jl. Lethol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax.0721-780422

SURAT PERMOHONAN VALIDASI

Hal : Permohonan Validasi Data Hasil Analisis
Lampiran : Dua

Kepada Yth.
Mr Budi Eko Pranoto, S.S., M. Hum
Dosen Program Studi Sastra Inggris
Universitas Teknokrat Indonesia
Di-
Tempat

Assalammu 'alaikum Warrahmatullahi Wabarakatuh.

Sehubungan dengan pelaksanaan tugas akhir skripsi, dengan ini saya :

Nama : Lilis
NPM 1711040079
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Analysis Of Students Translation Shift In
Translating Argumentative Text From English To
Bahasa Indonesian

Dengan hormat memohon Bapak berkenan memberikan validasi terhadap data hasil analisis penelitian skripsi saya. Sebagai bahan pertimbangan, bersama ini saya lampirkan : (1) Form Validasi Data Hasil Analisis.

Demikian permohonan ini saya sampaikan, atas bantuan dan perhatian Bapak saya ucapkan terima kasih.

Wassalammu 'alaikum Warrahmatullahi Wabarakatuh.

Bandar Lampung, 19 November 2021
Mahasiswa,

LILIS
NPM. 1711040079



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jl. Lethol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax.0721-780422

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Budi Eko Pranoto, S.S., M. Hum
Instansi : Universitas Teknokrat Indonesia
Jabatan : Dosen
Bidang : Linguistik

Telah membaca hasil penelitian yang telah dianalisis dalam skripsi yang berjudul *"The Analysis Of Students' Translation Shift In Translating Argumentative Text From English To Bahasa Indonesia"* oleh peneliti:

Nama : Lilis
NPM 1711040079
Program Studi : Pendidikan Bahasa Inggris

Setelah memperhatikan hasil penelitian yang telah dianalisis, maka masukan untuk penelitian tersebut adalah :

Penulis telah melakukan analisis yang baik dalam menjawab pertanyaan dalam penelitian ini, namun terdapat hal-hal yang perlu ditingkatkan, yaitu penggunaan data yang lebih variatif agar lebih empiris. Selanjutnya, pada bagian diskusi juga perlu untuk membandingkan temuan-temuan dalam penelitian ini dengan penelitian terdahulu untuk menunjukkan terisinya rumpang penelitian.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung, 19 November 2021
Validator,

Budi Eko Pranoto, S.S.,M.Hum.

APPENDIX 5

Argumentative Text

Why Should the Government Forbid Advertising to Children?

In the modern world, children from the earliest years have access to smartphones, tablets, laptops, and a large number of other modern technologies. Despite the fact that some people believe that access to modern technologies and the internet can be extremely harmful to children, the main danger lies in what children see on the internet, and not the technology itself. Modern computers, smartphones, and tablets have parental controls that allow parents to create restrictions for children so that they do not have access to inappropriate content.

But the only aspect parents cannot control is advertising, which is on most sites on the internet, on YouTube, and practically all other platforms. Given the fact that children do not have critical thinking and do not understand the principles of marketing, they should not be exposed to advertising and the government should restrict advertising to children by law.

According to Yankelovich, a market research firm, each person sees more than 5,000 advertisements every day, that is, people are always confronted with advertising and cannot get rid of it (Story). Moreover, these studies were carried out almost 12 years ago, so it can be said with confidence that with the growth of the internet, each user is much more prone to advertising than before. Despite the fact that children spend significantly less time on the internet, even three- year-old children watch YouTube every day, which contains a large number of advertisements. Indeed, the leadership of Alphabet and YouTube understand how serious this problem is, so they gradually struggle with inappropriate content and advertising for children (Ong). But despite the efforts of a private company, the government is not doing

anything to protect children from intrusive advertising on children's products. Moreover, it is extremely important to take into account the fact that when companies target children as an audience, children are not final buyers, since they do not have the money to make purchases. Unlike adults, children do not know the value of money and they cannot make critical decisions about the appropriateness of purchases. It is much easier for marketers to attract the attention of children than adults, and, unfortunately, they use it and try to sell as much as possible. Due to the fact that parents often cannot refuse their children or it is easier for them to make concessions, they make senseless purchases that may not have any value.

Finally, modern advertising for children can have political overtones. Unlike adults, children have limited knowledge about politics, and therefore absorb all the information they receive from TV or the internet. Marketers often use children for marketing purposes, in order to transfer through them some information for adults (Olson and Thjømmøe). Marketers can use a cartoon format to appeal to children and inspire them with various political thoughts. It must be said that advertising for children has no value either for their parents; advertising for children has value only for marketers who use children to make their parents spend money. children Due to the fact that children do not have sufficient cognitive ability they cannot think critically, which often leads to unreasonable and senseless purchases. Finally, marketers use children to promote various political thoughts that have both short-term and long-term negative consequences. It is because advertising for children has only a negative impact that governments should work with private companies to minimize advertising for children on the internet, on television, and on the street.

NAME : AGNES YUNI SEPTI ANGGRAINI

NPM : 1811040268

CLASS : 5 D

Mengapa Pemerintah Harus Melarang Iklan ke Anak?

Di dunia modern, anak-anak dari tahun-tahun awal memiliki akses ke smartphone, tablet, laptop, dan sejumlah besar teknologi modern lainnya. Terlepas dari kenyataan bahwa beberapa orang percaya bahwa akses ke teknologi modern dan internet bisa sangat berbahaya bagi anak-anak, bahaya utama terletak pada apa yang dilihat anak-anak di internet, dan bukan teknologi itu sendiri. Komputer, smartphone, dan tablet modern memiliki kontrol orang tua yang memungkinkan orang tua membuat batasan untuk anak-anak agar mereka tidak memiliki akses ke konten yang tidak pantas.

Tetapi satu-satunya aspek yang tidak dapat dikontrol orang tua adalah periklanan, yang ada di sebagian besar situs di internet, di YouTube, dan hampir semua platform lainnya. Mengingat fakta bahwa anak-anak tidak memiliki pemikiran kritis dan tidak memahami prinsip-prinsip pemasaran, mereka tidak boleh terpapar iklan dan pemerintah harus membatasi iklan untuk anak-anak secara hukum. Menurut Yankelovich, sebuah firma riset pasar, setiap orang melihat lebih dari 5.000 iklan setiap hari, yaitu, orang selalu dihadapkan dengan iklan dan tidak dapat menghilangkannya (Cerita). Terlebih lagi, penelitian ini dilakukan hampir 12 tahun yang lalu, sehingga dapat dikatakan dengan pasti bahwa dengan pertumbuhan internet, setiap pengguna jauh lebih rentan terhadap iklan daripada sebelumnya. Terlepas dari kenyataan bahwa anak-anak menghabiskan lebih sedikit waktu di internet, bahkan anak-anak berusia tiga tahun menonton YouTube setiap hari, yang berisi banyak iklan. Memang, pimpinan Alphabet dan YouTube memahami betapa seriusnya masalah ini, sehingga mereka secara bertahap berjuang dengan konten dan iklan yang tidak pantas untuk anak-anak (Ong). Namun terlepas dari upaya perusahaan swasta, pemerintah tidak melakukan apa pun untuk melindungi anak-anak dari iklan yang mengganggu pada produk anak-anak. Selain itu, sangat penting untuk mempertimbangkan fakta bahwa ketika perusahaan menargetkan anak-anak sebagai audiens, anak-anak bukanlah pembeli akhir, karena mereka tidak memiliki uang untuk melakukan pembelian. Tidak seperti orang dewasa, anak-

anak tidak mengetahui nilai uang dan mereka tidak dapat membuat keputusan penting tentang kelayakan pembelian. Jauh lebih mudah bagi pemasar untuk menarik perhatian anak-anak daripada orang dewasa, dan, sayangnya, mereka menggunakannya dan berusaha menjual sebanyak mungkin. Karena kenyataan bahwa orang tua sering tidak dapat menolak anak-anak mereka atau lebih mudah bagi mereka untuk membuat konsesi, mereka melakukan pembelian yang tidak masuk akal yang mungkin tidak memiliki nilai apa pun.

Akhirnya, iklan modern untuk anak-anak dapat memiliki nuansa politik. Tidak seperti orang dewasa, anak-anak memiliki pengetahuan yang terbatas tentang politik, dan karena itu menyerap semua informasi yang mereka terima dari TV atau internet. Pemasar sering menggunakan anak-anak untuk tujuan pemasaran, untuk mentransfer melalui mereka beberapa informasi untuk orang dewasa (Olson dan Thjømøe). Pemasar dapat menggunakan format kartun untuk menarik anak-anak dan menginspirasi mereka dengan berbagai pemikiran politik. Harus dikatakan bahwa iklan untuk anak-anak tidak memiliki nilai baik untuk orang tua mereka; iklan untuk anak-anak memiliki nilai hanya untuk pemasar yang menggunakan anak-anak untuk membuat orang tua mereka menghabiskan uang. anak-anak Karena kenyataan bahwa anak-anak tidak memiliki kemampuan kognitif yang cukup, mereka tidak dapat berpikir kritis, yang sering mengarah pada pembelian yang tidak masuk akal dan tidak masuk akal. Akhirnya, pemasar menggunakan anak-anak untuk mempromosikan berbagai pemikiran politik yang memiliki konsekuensi negatif jangka pendek dan jangka panjang. Karena iklan untuk anak-anak hanya berdampak negatif maka pemerintah harus bekerja sama dengan perusahaan swasta untuk meminimalkan iklan untuk anak-anak di internet, di televisi, dan di jalan.

NAMA : Arsyta Nurul Fadilah

NPM : 1811040490

CLASS: 5D

Mengapa Pemerintah Harus Melarang Iklan ke Anak? Di dunia modern, anak-anak dari tahun-tahun awal memiliki akses ke smartphone, tablet, laptop, dan sejumlah besar teknologi modern lainnya. Terlepas dari kenyataan bahwa beberapa orang percaya bahwa akses ke teknologi modern dan internet bisa sangat berbahaya bagi anak-anak, bahaya utama terletak pada apa yang dilihat anak-anak di internet, dan bukan teknologi itu sendiri. Komputer, smartphone, dan tablet modern memiliki kontrol orang tua yang memungkinkan orang tua membuat batasan untuk anak-anak agar mereka tidak memiliki akses ke konten yang tidak pantas.

Tetapi satu-satunya aspek yang tidak dapat dikontrol orang tua adalah periklanan, yang ada di sebagian besar situs di internet, di YouTube, dan hampir semua platform lainnya. Mengingat fakta bahwa anak-anak tidak memiliki pemikiran kritis dan tidak memahami prinsip-prinsip pemasaran, mereka tidak boleh terpapar iklan dan pemerintah harus membatasi iklan untuk anak-anak secara hukum.

Menurut Yankelovich, sebuah firma riset pasar, setiap orang melihat lebih dari 5.000 iklan setiap hari, yaitu, orang selalu dihadapkan dengan iklan dan tidak dapat menghilangkannya (Cerita). Terlebih lagi, penelitian ini dilakukan hampir 12 tahun yang lalu, sehingga dapat dikatakan dengan pasti bahwa dengan pertumbuhan internet, setiap pengguna jauh lebih rentan terhadap iklan daripada sebelumnya. Terlepas dari kenyataan bahwa anak-anak menghabiskan lebih sedikit waktu di internet, bahkan anak-anak berusia tiga tahun menonton YouTube setiap hari, yang berisi banyak iklan. Memang, pimpinan Alphabet dan YouTube memahami betapa seriusnya masalah ini, sehingga mereka secara bertahap berjuang dengan konten dan iklan yang tidak pantas untuk anak-anak (Ong). Namun terlepas dari upaya perusahaan swasta, pemerintah tidak melakukan apa pun untuk melindungi anak-anak dari iklan yang mengganggu pada produk anak-anak. Selain itu, sangat penting untuk mempertimbangkan fakta bahwa ketika perusahaan menargetkan anak-anak sebagai audiens, anak-anak bukanlah pembeli akhir, karena mereka tidak memiliki uang untuk melakukan pembelian. Tidak seperti orang dewasa, anak-

anak tidak mengetahui nilai uang dan mereka tidak dapat membuat keputusan penting tentang kelayakan pembelian. Jauh lebih mudah bagi pemasar untuk menarik perhatian anak-anak daripada orang dewasa, dan, sayangnya, mereka menggunakannya dan berusaha menjual sebanyak mungkin. Karena kenyataan bahwa orang tua sering tidak dapat menolak anak-anak mereka atau lebih mudah bagi mereka untuk membuat konsesi, mereka melakukan pembelian yang tidak masuk akal yang mungkin tidak memiliki nilai apa pun.

Akhirnya, iklan modern untuk anak-anak dapat memiliki nuansa politik. Tidak seperti orang dewasa, anak-anak memiliki pengetahuan yang terbatas tentang politik, dan karena itu menyerap semua informasi yang mereka terima dari TV atau internet. Pemasar sering menggunakan anak-anak untuk tujuan pemasaran, untuk mentransfer melalui mereka beberapa informasi untuk orang dewasa (Olson dan Thjømøe). Pemasar dapat menggunakan format kartun untuk menarik anak-anak dan menginspirasi mereka dengan berbagai pemikiran politik. Harus dikatakan bahwa iklan untuk anak-anak tidak memiliki nilai baik untuk orang tua mereka; iklan untuk anak-anak memiliki nilai hanya untuk pemasar yang menggunakan anak-anak untuk membuat orang tua mereka menghabiskan uang. anak-anak Karena kenyataan bahwa anak-anak tidak memiliki kemampuan kognitif yang cukup, mereka tidak dapat berpikir kritis, yang sering mengarah pada pembelian yang tidak masuk akal dan tidak masuk akal. Akhirnya, pemasar menggunakan anak-anak untuk mempromosikan berbagai pemikiran politik yang memiliki konsekuensi negatif jangka pendek dan jangka panjang. Karena iklan untuk anak-anak hanya berdampak negatif maka pemerintah harus bekerja sama dengan perusahaan swasta untuk meminimalkan iklan untuk anak-anak di internet, di televisi, dan di jalan.

NAME : Desmalia Irawan

NPM :1811040488

CLASS:5D

Mengapa Pemerintah Harus Melarang Iklan ke Anak?

Di dunia modern, anak-anak dari tahun-tahun awal memiliki akses ke smartphone, tablet, laptop, dan sejumlah besar teknologi modern lainnya. Terlepas dari kenyataan bahwa beberapa orang percaya bahwa akses ke teknologi modern dan internet bisa sangat berbahaya bagi anak-anak, bahaya utama terletak pada apa yang dilihat anak-anak di internet, dan bukan teknologi itu sendiri. Komputer, smartphone, dan tablet modern memiliki kontrol orang tua yang memungkinkan orang tua membuat batasan untuk anak-anak agar mereka tidak memiliki akses ke konten yang tidak pantas.

Tetapi satu-satunya aspek yang tidak dapat dikontrol orang tua adalah periklanan, yang ada di sebagian besar situs di internet, di YouTube, dan hampir semua platform lainnya. Mengingat fakta bahwa anak-anak tidak memiliki pemikiran kritis dan tidak memahami prinsip-prinsip pemasaran, mereka tidak boleh terpapar iklan dan pemerintah harus membatasi iklan untuk anak-anak secara hukum.

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anak tidak mengetahui nilai uang dan mereka tidak dapat membuat keputusan penting tentang kelayakan pembelian. Jauh lebih mudah bagi pemasar untuk menarik perhatian anak-anak daripada orang dewasa, dan, sayangnya, mereka menggunakannya dan berusaha menjual sebanyak mungkin. Karena kenyataan bahwa orang tua sering tidak dapat menolak anak-anak mereka atau lebih mudah bagi mereka untuk membuat konsesi, mereka melakukan pembelian yang tidak masuk akal yang mungkin tidak memiliki nilai apa pun.

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APPENDIX 6

The results of the study found that errors made by students in translating noun phrases from english to indonesian in argumentative texts were interpreted :

NO	NAME	STUC TURE SHIFT	CLASS SHIFT	UNIT SHIFT	INTRA SYSTEM SHIFT	WRON GLY TRANS LATED NOUN PHRAS ES
1	AYSA		1	✓	✓	2
2	ANF		3	✓		4
3	DI	1	1	1	✓	3
4	DN	✓	1	✓	1	2
5	DSA	✓	2	1	✓	3
6	DPKN	✓	2	✓	1	4
7	DS	1	✓		✓	1
8	FA	✓	✓	✓	✓	✓
9	FML	✓		✓		✓
10	GB	✓	✓	✓	✓	✓
11	HDS	✓	✓	✓		✓
12	IAPP	✓	✓		✓	✓
13	IN	✓	✓	✓	✓	✓
14	INA	✓	✓	1	1	2
15	MAF	✓	✓	✓	✓	✓
16	M	✓	✓	✓		✓

17	MAS	✓	✓		✓	0
18	NS	✓	✓	✓	✓	0
19	NN	✓	✓	1	1	2
20	RAD	✓	✓	✓	1	1
21	RA	✓	✓	✓	✓	0
22	RMS	✓	✓	✓	✓	0
23	RA	✓	✓	1	✓	0
24	RI	✓	✓	1	✓	0
25	SDA	✓	1	✓	1	0
26	SA	✓	2	1	✓	3
27	SA	✓	✓	✓	✓	0
28	SAA	✓	1	1	✓	1
29	TAS	✓	✓	✓	✓	✓
30	YAM	✓	✓	✓	✓	✓

NO	Source language	Target language
1	The modern world	Dunia modern
2	large number of other modern technologys	jumlah besar teknologi modern lainnya
3	modern computers	komputer modern
4	The government is not doing anything to protect children from intrusive advertising on children's products.	pemerintah tidak melakukan apapun untuk melindungi anak-anak dari iklan yang mengganggu dari produk anak-anak
5	The government is not doing anything to protect children from intrusive advertising	pemerintah tidak melakukan apapun untuk melindungi anak-anak dari iklan yang mengganggu
6	But despite the efforts of a private company	tetapi terlepas dari upaya perusahaan swasta
7	Modern technologies	Teknologi modern
8	modern advertising for children can have political overtones	iklan modern untuk anak-anak dapat memiliki nuansa politik
9	use children to make their parents spend money	Menggunakan anak-anak untuk membuat orang tua mereka menghabiskan uang.
10	Their children no have money	anak mereka tidak mempunyai uang
11	The main danger lies in what children see on internet	Bahaya utama terletak apa yang dilihat anak-anak di internet

12	even three year old children watch youtube everyday	Bahkan anak-anak berusia tiga tahun menonton youtube setiap hari
13	This advertising is annoying	Iklan ini sangat mengganggu
14	Radio station has sent a new producer	Stasiun radio mengirim seorang produser baru
15	From jet black to silver grey	Dari hitam pekat ke abu-abu
16	That our law doesn't permit	Hukum kita tidak mengizinkan
17	A market research firm	Sebuah perusahaan meneliti pasar

b. Class shift

NO.	Source language	Target language
1.	The last 14 years with pride	14 terakhir ini dengan bangga
2.	Which contains a large number of advertisements	ng beris sejumlah besar iklan
3.	They make senseless purchases that may not have any value	Mereka tidak masuk akal yang mungkin tidak memiliki nilai apapun
4.	Unlike adults, children do not know the value of money	Tidak seperti orang dewasa, anak-anak tidak mengetahui niali uang
5.	Their don't know value of money	Anak-anak tidak mengetahui nilai uang

c. Unit shift

NO.	SL	TL
1.	The only aspect parents cannot control is advertising	Satu-satunya aspek yang tidak bisa dikontrol orang tua adalah periklanan.
2.	Children from the earliest years have access to smartphones.	Anak-anak dari tahun-tahun awal memiliki akses ke smartphone
3.	They do not have access to inappropriate	Mereka tidak memiliki akses konten yang tidak pantas
4.	Adults , children do not know the value of money	Orang dewasa , anak – anak tidak mengetahui nilai uang.
5.	Decide on it through a youtube poll .	Memutuskan hal itu melalui jajak pendapat youtube .
6.	Due to the fact that parents often cannot refuse their children	Karena kenyataanya orang tua sering tidak dapat menolak ana –anak mereka
7.	Even three year old children watch youtube every day	Bahkan anak-anak berusia tiga tahun menonton youtube setiap hari

d. Intra-system shift

NO.	SL	TL
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1.	The government is not doing anything to protect children from intrusive advertising on children's products	Pemerintah tidak melakukan apapun untuk melindungi anak-anak dari iklan yang mengganggu pada produk anak-anak.
2.	But before I take you into the beating heart of the action, let's get one thing out of the way.	Namun, sebelum aku menggambarkan peristiwa menegangkan itu, ada satu hal yang harus ku sampaikan.
3.	Changing a law is not as simple as changing clothes	Mengubah hukum tak sesedehana seperti mengubah pakaian
4.	During one of his computer shows	Dalam salah satu pertunjukan komputernya
5.	The computer gives a clear sound to the listener	Computer memberikan suara yang jelas terhadap pendengar
6.	There are often many problems with the computer	Sering terjadi banyak masalah pada computer
7.	Practically all other platforms	Hampir semua platform lainnya
8.	A large number of other modern technologies	Sejumlah besar teknologi lainnya
9	Almost 12 years ago	Hampir 12 tahun yang

		lalu
10	Unlike adults , children do not have know the value of money	Tidak seperti orang dewasa , anak-anak tidak memiliki uang.
11	They make senseless purchases that may not have any value	Mereka melakukan pembelian tidak masuk akal yang mungkin tidak memiliki apapun.
12	a research film markets	ebuah pencarian pasar film
13	Which contains a large number of advertisements indeed	Yang berisi sejumlah besar iklan
14	The leaderships of alphabet and youtube understand how serious this problem is	Pemimpin alphabet dan youtube memahami betapa pentingnya masalah ini
15	People are always confronted with advertising and cannot get rid of it stories	Orang selalu dihadapkan dengan iklan dan tidak dapat menghilangkan cerita .
16	To access to smartphones , tablets , laptops , and a large number of other modern technologies	Akses ke smartphone , tablet , laptop , dan sejumlah besar teknologi modern lainnya



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol H. Endro Suratmin Sukarame – Bandar Lampung tlp. (0721) 703260

Nomor : B- /Un.16/DT/TL.01/01/2021 Bandar Lampung 23 September
2021 Sifat : Penting
Lampiran : -
Prihal : Permohonan Mengadakan Penelitian

Kepada
Yth Ketua Jurusan Pendidikan Bahasa Inggris UIN Raden Intan

LampungDi,

Tempat

Assalamualaikum Wr.Wb.

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah di setujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : Lilis
NPM : 1711040079
Semester/T.A : IX/2021
Program Studi : PBI
Judul Skripsi : The Analysis Of Students' Translation Shift In
Translating Argumentative Text From English To Bahasa
Indonesia

Akan mengadakan penelitian di **UIN Raden Intan Lampung Fakultas Tarbiyah Dan Keguruan Program Studi Pendidikan Bahasa Inggris** bertujuan untuk mengumpulkan data dan bahan-bahan penulisan skripsi yang bersangkutan, maka waktu yang diberikan mulai 27 September 2021 sampai dengan selesai.

Demikian, atas perkenaan dan kerjasamanya diucapkan terimakasih.

Wassalamualikum Wr.Wb.



Dekan,

Prof. Dr. Hj. Nirva Diana, M.Pd.
NIP. 19640828 198803 2 002

Tembusan:

- Wakil Dekan Bidang Akademik;
- Kajur/Kaprodi Pendidikan Bahasa Inggris.
- Kasubag Akademik FTK.
- Mahasiswa yang bersangkutan.

RANCANGAN PEMBELAJARAN SEMESTER (RPS)



**MATA KULIAH : TRANSLATION ENGLISH INTO
INDONESIAN**

KODE MK : ENG 440

**Dosen Pengajar :
Basyirudin Almubarak, M.Pd**

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS TARBIYAH DAN ILMU PENDIDIKAN
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
2020**

A. COURSE DESCRIPTION

This course provides students with the fundamental knowledge of translation. The course deals with translation theories which include definitions, types, methods, procedures, and techniques of translation. The activities are lectures, discussions, and practices. It aims at providing students with pre-intermediate bilingual translating practice at the level of discourse semantics, which deals with texts that involve story and information familiar genre families and types in particular (e.g. story: narratives, recounts; information: reports, descriptions) and at the level of lexicon-grammar, which deals with sentences/clauses, groups/phrases, words. By the end of this course, students are expected to have an adequate knowledge on translation as the foundation for further study in the field of translation. The assesment will be based on students' participation in classroom, mid-term and final examinations. The evaluation will be based on individual performances while group works are also encouraged.

B. SYLLABUS

1. Course Identity

- a. Course title : Translation English into Indonesian
- b. Course code : ENG 440
- c. Study program : English Education
- d. Credit : 2 SKS
- e. Semester : 5
- f. Course Component : MKK
- g. Prerequisite :
- h. Lecturer : Basyirudin Almubarak

2. Goals

By the end of this course, students are expected to; (1) have an adequate knowledge on translation, (2) be able to translate different types of texts either from English to Indonesian or vice versa using the proper methods, procedures, and techniques of translation; (3) be able to conduct basic analysis on translated texts and identify translation problems within them to find the solutions.

3. Description of Content

The content of this course is translation theories which include definitions, types, methods, procedures, and techniques of translation. Translation practice materials consist of different types of texts; narrative, descriptive, expository, and argumentative which are taken from various sources such as reference books, academic journals, newspapers, advertisements, etc.

4. Learning Strategies

- a. Method : Communicative Language Teaching
- b. Techniques : Lecturing, discussion, practice
- c. Media : Reference books, texts for translation practices

5. Evaluation

Assesment will be based on the following aspects:

- Class participation : 20%
- Mid-term examination : 30%
- Final examination : 50%

6. Matrik Pembelajaran

Minggu ke	Pertemuan/Waktu	Kemampuan akhir yang direncanakan	Bahan Kajian	Materi/Pokok Bahasan	Metode Pembelajaran	Lathian yang dilakukan/ Pengalaman Belajar	Bobot Nilai
1	1 1 x 100 Menit	<ol style="list-style-type: none"> Mahasiswa mampu membangun hubungan baik dengan dosen dan antar sesama mahasiswa Mahasiswa mengetahui bahan, materi, dan RPS Mahasiswa mengetahui dan memahami kompetensi yang akan dicapai melalui mata kuliah Translating 	<i>Syllabus overview and learning contract</i>	1. RPS	<ol style="list-style-type: none"> <i>Self Directed Learning</i> <i>Discovery Learning</i> 	Memberikan contoh, intra personal, inter personal dan ekstra personal	
2	2 1 x 100 Menit	<ol style="list-style-type: none"> Mampu mengadaptasi/budaya pemakai bahasa sasaran yang positif ke dalam budaya bahasa ibu (KK 3) Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain 	History of translation	Translation before the 20th century	<ol style="list-style-type: none"> <i>Contextual Instruction</i> dalam bentuk: <ol style="list-style-type: none"> Ceramah <i>Brain-storming</i> <i>Self Directed Learning</i> 	Diskusi untuk mengetahui lebih tentang sejarah translation sebelum abad 20.	
3	3 1 x 100 Menit	<ol style="list-style-type: none"> Mampu mengadaptasi/budaya pemakai bahasa sasaran yang positif ke dalam budaya bahasa ibu (KK 3) Mampu membedakan antara translation 	Definitions of translation:	Translation as a product and a process	<ol style="list-style-type: none"> <i>Small-group discussion</i> <i>Problem-based</i> 	Diskusi untuk membedakan berbagai macam definisi	

Minggu ke	Pertemuan/Waktu	Kemampuan akhir yang direncanakan	Bahan Kajian	Materi/Pokok Bahasan	Metode Pembelajaran	Latihan yang dilakukan/Pengalaman Belajar	Bobot Nilai
		<p>dan translating</p> <p>3. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain. (SS)</p>			<p>learning</p> <p>3. Discovery learning</p>	<p>translation dari berbagai ahli</p>	
4	4 1 x 100 Menit	<p>1. Mampu mengadaptasi/budaya pemakai bahasa sasaran yang positif ke dalam budaya bahasa ibu (KK 3)</p> <p>2. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain. (SS)</p> <p>3. Mampu membedakan antara interlingual, intralingual, dan intersemiotic translation.</p>	Types of translation	<p>1. Intralingual, 2. interlingual, and 3. intersemiotic translation</p>	<p>1. Discovery Learning</p> <p>2. Small-group discussion</p> <p>3. Discovery learning</p>	<p>mendiskusikan dan mengenali jenis-jenis terjemahan</p>	
5	5 1 x 100 Menit	<p>1. Mampu mengadaptasi/budaya pemakai bahasa sasaran yang positif ke dalam budaya bahasa ibu (KK 3)</p> <p>2. Mampu menyebutkan metode-metode dan prosedur dalam translation.</p> <p>3. Mempunyai ketulusan, komitmen, kesungguhan hati untuk mengembangkan sikap, nilai, dan kemampuan peserta didik dengan dilandasi oleh nilai-nilai kearifan</p>	Methods and procedures of translation	<p>1. literal 2. non-literal (free) translation</p>	<p>1. Small-group discussion</p> <p>2. Problem-based learning</p> <p>3. Discovery learning</p>	<p>Presentasi dan Diskusi mengenai metode-metode dan prosedur di dalam translation</p>	

7. References

- a. Baker, Mona. 1992. *In Other Words: a Coursebook on Translation*. London: Routledge.
- b. Bell, Roger T. 1991. *Translation and Translating: Theory and Practice*. London: Longman Group UK Limited.
- d. Hatim, B. and Munday, J. 2004. *Translation: an Advanced Resource Book*. London and New York: Routledge.
- e. Nida, E.A. and C. R. Taber. 1969. *The Theory and Practice of Translation*. Leiden: E.J. Brill.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax.0721-780422

SURAT PERMOHONAN VALIDASI

Hal : Permohonan Validasi Data Hasil Analisis
Lampiran : Dua

Kepada Yth.
Mr Budi Eko Pranoto, S.S., M. Hum
Dosen Program Studi Sastra Inggris
Universitas Teknokrat Indonesia
Di-
Tempat

Assalammu'alaikum Warrahmatullahi Wabarakatuh.

Sehubungan dengan pelaksanaan tugas akhir skripsi, dengan ini saya :

Nama : Lilis

NPM 1711040079

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Analysis Of Students Translation Shift In
Translating Argumentative Text From English To
Bahasa Indonesian

Dengan hormat memohon Bapak berkenan memberikan validasi terhadap data hasil analisis penelitian skripsi saya. Sebagai bahan pertimbangan, bersama ini saya lampirkan : (1) Form Validasi Data Hasil Analisis.

Demikian permohonan ini saya sampaikan, atas bantuan dan perhatian Bapak saya ucapkan terima kasih.

Wassalammu'alaikum Warrahmatullahi Wabarakatuh.

Bandar Lampung, 19 November 2021
Mahasiswa,

LILIS

NPM. 1711040079



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FAKULTAS TARBIYAH DAN KEGURUAN
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Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax.0721-780422

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Budi Eko Pranoto, S.S., M. Hum
Instansi : Universitas Teknokrat Indonesia
Jabatan : Dosen
Bidang : Linguistik

Telah membaca hasil penelitian yang telah dianalisis dalam skripsi yang berjudul "*The Analysis Of Students' Translation Shift In Translating Argumentative Text From English To Bahasa Indonesia*" oleh peneliti:

Nama : Lilis
NPM 1711040079
Program Studi : Pendidikan Bahasa Inggris

Setelah memperhatikan hasil penelitian yang telah dianalisis, maka masukan untuk penelitian tersebut adalah :

Penulis telah melakukan analisis yang baik dalam menjawab pertanyaan dalam penelitian ini, namun terdapat hal-hal yang perlu ditingkatkan, yaitu penggunaan data yang lebih variatif agar lebih empiris. Selanjutnya, pada bagian diskusi juga perlu untuk membandingkan temuan-temuan dalam penelitian ini dengan penelitian terdahulu untuk menunjukkan terisinya rumpang penelitian.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung, 19 November 2021

Validator,

Budi Eko Pranoto, S.S.,M.Hum.



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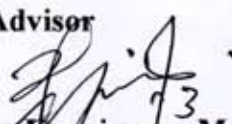
Name : Lilis
Student's Number : 1711040079
Title : The Analysis of Students' Translation Shift in Translating

Argumentative Text From English to Bahasa Indonesia

No	Date	Consultation	Signature Advisor
1	23-11-2021	Bab 1-5	f.
2	3-12-2021	Bab 1-5	f. f.
3			f.
4			
5			
6			
7			
8			

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Alamat : Jl. Letkol. H.Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

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Name : Lilis
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Title : The Analysis of Students' Translation Shift In Translating
Argumentative Text From English to Bahasa Indonesia

No	Date	Consultation	Co-Advisor's Signature
1	4-11-2021	1-5	
2	11-11-2021	1-5	
3			
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7			
8			

Bandar Lampung, 2020

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Alamat : Jln. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721) 703260

SURAT KETERANGAN BEBAS PLAGIAT

Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung menerangkan bahwa mahasiswa/i dengan nama:

Nama : Lilis

NPM : 1711040079

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Pemeriksa,



Iwan Kurniawan
NIP.197405202000031002

Bandarlampung,
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Yulan Puspita Rini, S.S., M.A.
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Mengetahui,
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