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## DAFTAR ISI

Pengantar Redaksi

1. The Portryal of Christianity in Achebe's *Arrow of God*: A Postcolonial Perspective  
Oleh: Tatang Iskarna
2. The Meanings, the Associations, and the Functions of Metaphor in Sport Discourse in Kompas Newspaper  
Oleh: Devi Melisa Saragi
3. Analisis Makna Implisit dan Eksplisit pada Bahasa Batak Toba dan Bahasa Indonesia  
Oleh: Yusniaty Galinging
4. Absurditas dalam Novella *Si Benalu* Karya Nescio  
Oleh: Mike Wijaya Saragih
5. The Analysis of Politeness Maxim in *the Eclipse* Movie  
Oleh: Martin Axcel Panjaitan, Masda Surti Simatupang
6. Analysis of Translation Shift in a Novel (English-Indonesian Translation)  
Oleh: Maria Gratia Ondok, Gunawan Tambunsaribu



Diterbitkan oleh:  
FAKULTAS SASTRA  
UNIVERSITAS KRISTEN INDONESIA  
JAKARTA

**SUSUNAN REDAKSI  
DIALEKTIKA**

Jurnal Bahasa, Sastra, dan Budaya  
Fakultas Sastra

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ISSN : 2338-2635

# ANALYSIS OF TRANSLATION SHIFT IN A NOVEL (ENGLISH-INDONESIAN TRANSLATION)

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## Abstract:

*This research aims to find out the class shift and structure shift in the simple sentences of *Turtles All The Way Down* novel by John Green (2018) and the translation into Bahasa Indonesia by Prisca Primasari (Penerbit Qanita, 2018). This research uses the theory of translation shift by Catford and equivalence by Nida. Catford divided translation shift into two, and they are level shift and category shift. Category shift is divided into four: structure shift, class shift, unit shift, and intra-system shift. From those kinds of translation shifts, the writer chose two types of translation shifts: class shift and structure shift. According to Nida, there are two types of equivalence; they are formal equivalence and dynamic equivalence. After analyzing all data that has been collected by using those two theories which have been mentioned above, the writer finds out nine kinds of class shift which occur. They are pronoun to the noun, adverb to the adjective, the preposition to the verb, verb to an adverb, verb to pronoun, noun to adjective, adjective to the verb, the verb to the adjective, and adverb to verb. Other than that, for structure shift, the writer finds out that word order changes, extra word added, and removal of some sentence elements in the simple sentences. The structure shift and class shift done by the translator show that each simple sentence with structure shift and class shift in the novel has one of two types of equivalence based on Nida's theory.*

*Keyword:* Translation, class shift, structure shift, translation shift, equivalence

## INTRODUCTION

Language has an essential role for all people in this world. Language has a vital role because language becomes a medium for people to communicate with each other. According to Butt, Fahey, Feez, Spinks, & Yallop (2000) in Amstrong and Ferguson (2010), "A primary function of language is for humans to convey information to each other or request services of some kind in a variety of situations (e.g., (exempli gratia) relating events that happen to them, giving someone directions, asking for services such as in a shopping or other service encounter)," (p.6). Language helps people to get information about the thing that needed.

There are many languages in the world, and people cannot master all the languages. Therefore, translation is needed. Catford (1965) states that translation is an operation performed on language, which is a process of substituting a text in one language for a text in another. Replacing a text in one language to another language means a language change from the source language into the target language. The translation itself is usually needed in novels and films.

In translating a novel, a translator should understand that the source language and target language are different. The differences are not only in cultural aspects but also in grammatical elements, as Roger T. Bell (1991) states that languages are different from each other; they are different in form, having different codes and rules regulating the construction of grammatical stretches of language. These forms have different meanings. Understanding the differences between the source language and target language is essential. When a translator understands the differences, including the culture and the grammatical aspects, the messages which are given by the writer of the source language (SL) will be understood not only by the readers of SL but also the readers of the target language (TL).

The difference between SL and TL requires translators to try as much as possible to get commensurate translation results. Therefore, all efforts are made. One of the actions which most translators usually do is translation shift. "Translation shift are linguistic changes occurring in the translation of ST (Source Text) to TT (Target Text)," (Munday, 2016, p. 95). Catford first introduced a translation shift. Catford (1965) divided translation shift into two; they are level shift and category shift. Category shift itself is divided into four: structure shift, class shift, unit shift, and intra-system shift. The writer herself is interested in analyzing structure shift and class shift because the writer wants to show that although Bahasa Indonesia and English both have word classes in grammatical aspect; however both Bahasa Indonesia and English have different language structures.

## **Background of the Study**

### **Previous Study**

This is not the first study that researching translation and translation shifts. Other researchers have ever done researches about translation shift. Here are some of the studies exploring translation shift, for instance, a paper entitled *Analisis Translation Shift Dalam Penerjemahan Bilingual Bahasa Inggris- Bahasa Indonesia* by Yosa Abduh Alzuhdy in 2014. In his research, Alzuhdy focused on discussing and reviewing a theory about translation shift by J.C Catford. He gives examples of translation shift which occurs in Indonesian-English translation or vice versa. Not only that, Alzuhdy (2014) also put some theories about translation shift by other researchers such as Newmark. Even though this writer's research and Alzuhdy's study both talk about translation shift, they differ.

The writer focuses on two out of four types of translation shift: structure shift and class shift. This recent study also focuses only on translating simple sentences in the novel entitled *Turtles All The Way Down*. The writer also analyzed one type of equivalences in both structure shift and class shift based on Nida's theory. The second researcher who also has conducted a translation shift is Vani Trivianti. Trivianti (2017) completed a thesis about translation shift entitled "*The Class Shift of Simple Sentence in English- Indonesian Translation of The Stars Shine Down Novel.*" In her study, she took her data from *The Stars Shine Down Novel*,

whereas the writer uses the novel entitled "*Turtles All The Way Down*" novel. The novel which the writer and Trivianti's study analyze is different. The writer explores two translation shifts, namely structure shift and class shift, whereas Trivianti analyzed only one class shift. Several supporting theories in each study are also different.

### **Problem of Research**

Two problems will be answered in this research, they are:

- 1) How do structure shift and class shift occur from the simple sentences of *Turtles All the Way Down* novel to the translated novel?; and
- 2) What kind of equivalence occurs in the simple sentences of structure shift and class shift based on Nida's theory?

Based on the research problems above, the purposes of this study are 1) to find out how structure shift and class shift occur from the simple sentences of *Turtles All The Way Down* novel to the translated novel so that both the writer and the readers get information about translation shift especially structure shift and class shift; and 2) to find out the kinds of equivalences in the simple sentences which have structure shift and class shift in *Turtles All The Way Down* novel based on Nida's theory so that the writer and the readers get information about equivalence and know that structure shift and class shift are part of translator's effort to get the equivalence in translation.

### **Significance of the Study**

The findings of this study will contribute to a) give more information to the readers who want to know more about translation shift and the differences of each type of translation shift; b) provide more information to the readers who want to know more about types of equivalence based on Nida's theory; and c) give information to the readers about how two types of translation shift, class shift and structure shift and also one type of equivalences occurred in the simple sentences of *Turtles All The Way Down* novel to the translated novel.

### **Research Method**

The research uses Qualitative Research, which uses the source of data. The subject is *Turtles All The Way Down*, a novel written by John Green, published in 2018 and translated into Bahasa Indonesia by Prisca Primasari (Penerbit Qanita, 2018). Purposive sampling in collecting the data is applied. The purposive sampling technique, also called judgment sampling, is the participant's deliberate choice due to the qualities the participant possesses. Data collected is analyzed by using the theory of translation shift by J.C Catford to find out how structure shift and class shift occur from the simple sentences of *Turtles All The Way Down* novel to the translated novel by Prisca Primasari (Penerbit Qanita, 2018) and theory of

equivalence by Eugene Nida to find out types of equivalence in the translated novel. In conducting this research, the writer first collected the data from the novel *Turtles All The Way Down*. The writer selected ±375 simple sentences with structure shift occurrence and ±69 simple sentences with class shift occurrence. Then, the writer classified the data into 3 types of structure shift and 9 types of class shift in the novel's simple sentences. The selected data were then analyzed based on theories of translation shift from J.C Catford's and the theories of equivalence from Nida's theory.

### **Scope and Limitation of the Research**

This research will only discuss structure shift, class shift, and equivalence, which occur in the translation process from the simple sentences of *Turtles All The Way Down* novel by John Green (2018) to the translated novel by Prisca Primasari (Penerbit Qanita, 2018).

## **LITERATURE REVIEW**

### **Translation**

The translation is a process which always uni-directional. In other words, translation is always performed in a given direction, from a source language into a target language (Catford, 1965). Colina (2016), through the book entitled *Fundamentals of Translation*, states point of departure a basic, preliminary definition of translation. According to the book, translation refers to the process of, or the product is resulting from, transferring or mediating written text(s) of different lengths (ranging from words and sentences to entire books) from one human language to another. Colina (2016) states three core elements of translation. The three core elements are written text, transfer or mediation, and from one natural language to another. Munday (2016) explained the English term translation, which was first attested in around 1340 and derived either from Old French translation or more directly from the Latin *translation* ('transporting'). Munday also explained the process of translation. The explanation about translation's process, in general, has the same meaning as Catford's definition of translation. According to Munday, translation process occurs between two different written languages where there are changes in original written text, which is known as Source Text (ST) in the original verbal language commonly known as Source Language (SL) into a written text, which is known as Target Text (TT) in a different verbal language (Target Language or TL).

### **Translation Shift**

Catford (1965) said that translation shift means departures from formal correspondence in going from SL to the TL. As Hariyanto (2009) states, the word 'formal' in 'formal correspondence' is from the word 'form.' Catford (1965) said that there are two major types of shift: level shift and category shift. Jeremy Munday (2016) said that translation shift are linguistic

changes between SL and TL.

### 1) Level Shift

Chesterman (2000) cited by Tambunsaribu (2014) mentioned that there are three strategies commonly used by translators to solve problems encountered by translators in conducting translation work, namely *a) Syntactic strategies*, *b) Semantic strategies*, and *c) Pragmatic strategies*. The syntactic strategy includes level shift and unit shift. According to Catford (1965), level shift means that a SL item at one linguistic level has a TL translation equivalent at a different level. From the definition of level shift, what Catford means is that there is a different linguistic level between SL and TL. Therefore, a translator needs to find out an equal translation equivalent at a different level. Catford (1965) said that the word 'level' means structuring language dimensions based on phonic substance, graphic substance, and situation substance (Alzuhdy, 2014, p.187). For the spoken medium and graphic substance, phononic substance belongs to medium substance for the written medium (Catford, 1965).

As Machali (1998) explained that level shift as intended by Catford is a shift from grammar to lexis or vice versa. Differences in grammar that exist in SL and TL makes grammatical order (for instance perfect tense form in English, have+V3) in a language have to be translated into a lexis level (for instance perfect form is translated into the word "sudah" or "telah") in another language (Alzuhdy, 2014, p. 187). Here are examples of the level shift in Alzuhdy (2014):

Example (a):

*SL: Zulfahlah yang mengembalikan buku itu ke perpustakaan.*

*TL: It was Zulfah who returned the book to the library.*

Based on the example above, Alzuhdy (2014) said that the function of the particle "*lah*" is equal with the function of "*it was*". The example above means that there is a shift-form-lexis to grammar.

Example (b):

*SL: John has stopped smoking.*

*TL: John sudah berhenti merokok.*

The phrase "*has stopped*" in English translated into "*sudah*" in Bahasa Indonesia. Therefore, there are level changes from the grammar in SL to lexis in TL means that a shift that occurs is grammar to lexis.

### 2. Category Shift

"Category-shifts are a departure from formal correspondence in translation" (Catford, 1965). Catford divided category shift into four: *structure shift*, *class shift*, *unit shift*, and *intra-system shift*.

### a) Structure Shift

Structure shift is one of the most frequent category shifts at all ranks in translation (Catford, 1965). Furthermore, Catford (1965) explained that in grammar, structure shift can occur at all levels. Alzuhdy (2014) mentioned two reasons which caused structure shift. First, the shift which occurs is mandatory because of grammar demands. Second, the shift occurs because of translator's taste or follow certain writing styles. Here are examples of structure shift in Alzuhdy (2014):

(SL)→ *Pabrik mainan.*

(TL)→ *Toy Factory.*

The word order changes from SL to TL occurs. The word "*pabrik*" is translated into "*factory*" and the word "*mainan*" is translated into "*toy*." In the SL, there written "*Pabrik Mainan,*" and after translated into TL, there is written "*Toy Factory*" not "*Factory Toy,*" which means that structure shift occurs.

### b) Class Shift

Class-shift then occurs when the translation equivalent of a SL item is a member of a different class from the original item" (Catford, 1965). The explanation of Catford means that there are class changes when translating the text from SL to TL. The class represents grouping members of a given unit defined by operation in the unit's structure.

Each language has its word class. In English, there is one of the word-class members known as adverbs. Adverb in English is usually translated into a phrase in Bahasa Indonesia. For instance, the word 'carefully' in English is translated into 'dengan hati-hati' in Bahasa Indonesia. Another example is determiners. Determiners in English such as 'a'/'an' have several equivalent translations in Bahasa Indonesia such as 'sebuah,' sebutir', 'sehelai', etc/ 'these' is translated into 'ini' (Alzuhdy, 2014).

Here is an explanation about the class of words better known as part of speech according to Got Grammar book by Umstatter (2007) as cited in Muchtar (2017). Kinds of parts of speech are:

- a) Noun: Noun is a name for a person, place, thing, or idea. The instances of noun such as *People*: farmer, mechanic, father, Professor Haskins, editors, Marcia; *Places*: ocean, Canada, porch, Spain, classroom; *Things*: scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill; *Ideas*: love, inspiration, courage, anxiety, eagerness, happiness.
- b) Pronoun is a word that referred to a noun that replaces the pronoun itself. The pronoun is used to make writing more precise, smoother, and less awkward. For instance, "Roberto feels that he can win the race." The word 'he' in the sentence is a pronoun and 'Roberto' is a noun.
- c) Adjective: Adjective answers the question such as, *What kind?*, *Which one(s)?*, *How many?*, and *How much?* An adjective modifies (qualifies or limits) the meaning of a noun or a pronoun. For instance,



- 'Carrie reads an important story.' The word 'important' answers the question '*What kind of story?*'
- d) Verb: There are several types of verbs such as action verb, linking verb, and helping verb.
  - e) Adverb: Adverb is a word that modifies or qualifies a verb, an adjective, or another adverb. Adverbs mostly end with *-ly*. An adverb answers the question such as *When? Where? How? To what extent?*. There are other adverbs which do not end with *-ly* such as, again, always, just, nowhere, seldom, soon, very, almost, away, later, often, so, then, yesterday, alone, even, never, perhaps, sometimes, there, yet, etc.
  - f) Preposition: Preposition shows the relationship between a noun or a pronoun and another word in the sentence. For instance, 'She walks *down* the aisle,' the word '*down*' connects the word 'walk' and 'isle'. Here are the most commonly used preposition; aboard, after, around, onto, over, throughout, as, below, between, at, beneath, beyond, among, beside, but, etc.
  - g) Conjunction: Conjunction connects words or groups of words. For instances, *for, and, nor, but, or, yet, so, both/and, either/or, neither/nor, not only/but also, and whether/or.*
  - h) Article: Article has a function to determine whether a word refers to something of a specific type or something of a general kind. The, an, and a are three articles in English.
  - i) Interjection: A strong feeling or emotion usually is expressed by interjection. Here are the instances of interjection; aw, eek, goodness gracious, well, bravo, gosh, hurrah, oh no, gee, really, whoops, etc.

## **b) Unit Shift**

Unit-shift means changes 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). Machali (2000) in Alzuhdy (2014) said as other experts stated, that each language has a pattern or grammar system which contains five hierarchies such as morpheme, word, phrase, clause, and sentence. Furthermore, at the higher level, there are paragraphs and text. In unit shift, there are two known terms, upward rank shift, and downward rank shift. The upward rank shift occurs from the lower unit to the higher unit, for instance, morpheme to word, morpheme to the phrase, word to the clause, etc. The downward shift occurs from the higher to the lower unit. For instance, phrase to word, a clause to a phrase, phrase to the morpheme, etc. Here is an example of the unit shift in translation as written by Alzuhdy (2014):

SL: *gravity*

TL: *gaya tarik bumi*

The word '*gravity*', which belongs to a word, is translated into '*gaya tarik bumi*' which belongs to a phrase. The shift means there is an upward rank shift.

### c. Intra-System Shift

According to Catford (1965, 2000) in Munday (2016) "These are shifts that take place when the SL and TL possess approximately corresponding systems but where 'the translation involves the selection of a non-corresponding term in the TL system,'" (p. 97). Alzuhdy (2014) explained that Intra-system shift are used for the cases in translation where SL and TL have the same equivalent system formally. Still, the translation requires shifting so that the corresponding expression can be accepted in TL. Here is an example of the intra-system shift in translation written by Alzuhdy (2014):

SL: *A dog is an intelligent animal*

TL: *Anjing (adalah) binatang yang cerdas*

The sentence does not refer to specific breeds of dogs. The sentence talks about a dog in general. The translator can translate the sentence into '*seekor anjing adalah seekor binatang yang cerdas.*' But the sentence cannot be accepted in TL because in Bahasa Indonesia, generic nouns are not expressed with determiners. Therefore, the words "satu, sebuah, seekor, sebilah, etc" are not used to expressed generic nouns in Bahasa Indonesia. Even though the sentence talks about generic nouns, In English, plural forms can describe generic nouns without changing the meaning and the function of the sentence. In plural forms, the sentence will be, "*Dogs are intelligent animal,*" which in Bahasa Indonesia the translation remains the same, that is, "*Anjing (adalah) binatang yang cerdas.*"

### Equivalence

Equivalence is an essential part of the translation. In the previous sub-chapter, the definition of translation by Catford emphasizes equivalent textual material in translation. Munday (20019) stated that equivalence becomes a key concept in modern translation theory, which defines the translational connection between and entire ST and TT or between ST and TT units in terms of the degree of correspondence between the text and the text unit (Kamil, 2014). According to Oxford Learner's Dictionaries, equivalence belongs to the noun, which means being equal in value, amount, meaning, importance, etc. Pym (2007) stated that equivalence means that the translation which occurs will have the same value as some aspects of the source text such as the value is on the level of form, reference, and function.

Nida cited in (Munday, 2016) divided equivalence into formal equivalence and dynamic equivalence.

#### a) Formal Equivalence

According to Nida (1964) "Formal equivalence focuses attention on the

message itself, in both form and content . . . One is concerned that the message in the receptor language should match the different elements in the source language.”. Basnett (2002); Munday (2009) stated that form (e.g. syntax, word order, idiomatic expression) and content (e.g. the subject matter) are recreated in the TL text as closely as possible in such a way so that the TL text can be understood by the TL reader (Kamil, 2014). Here is an example of formal equivalence in Trivianti (2017):

SL: “*Look, little guy, you all shouldn’t be doing that.*”

TL: “*Lihat, anak kecil, kalian semua seharusnya tidak berbuat itu.*”

#### b. Dynamic Equivalence

According to Basnett (2002); Munday (2009), the audience is dynamic equivalence’s model focuses. Therefore, a translator needs to adjust the Target Text (TT) to the target culture so that in linguistics (grammar and lexis), the SL and the TL are in harmony and sound natural. Here is an example of dynamic equivalence in Trivianti (2017):

SL: “*You’ve done better than your father.*”

TL: “*Kerjamu lebih baik dari ayahmu.*”

The word “*you’ve done*” in SL is translated into “*kerjamu*” in TL. The TL gives a more natural translation result. The TL explained what is meant by the SL clearly and naturally. According to ibid (164) in Munday (2016), here are four basic requirements of a translation: 1) Making sense; 2) Conveying the spirit and manner of the original; 3) Having a natural and easy form of expression; and 4) Producing a similar response.

#### Simple Sentence

According to Sofyan (2014), a simple sentence has a subject and a verb. These are the examples of simple sentences:

a) *Mr. Taufik is happy* → Subject (*Mr. Taufik*); Verb (*is*).

b) *Mr. Arif and Mr. Ai live in Tebet* → Subject (*Mr. Ali & Mr. Ai*); Verb (*live*).

c) *Muda comes here every day* → Subject (*Muda*); Verb (*comes*).

Furthermore, Sofyan explained that in a simple sentence, most of the times, there will be appositive, words or phrase which give more information about the subject(s) or the verb(s). For instances,

a) *Mr. Hary, a director at the broker company, works hard.* The underlined words are the appositive because it gives more information about Mr. Hary.

b) *Young and trendy, Mr. Oki is successful as a marketer.* The underlined words are the appositive because it gives more information about Mr. Oki.

c) *Bunga Citra Lestari, the great singer and actress, enjoys her beautiful life.*  
The underlined words are the appositive because it gives more information about Bunga Citra Lestari.

The simple sentence itself has only one main and independent clause, which does not contain coordinator conjunction such as *for, and, or, yet*, identifying the mark of a compound sentence. A simple sentence also does not have subordinator conjunction or relative such as *because, after, although, when, etc.*, as identifying mark of a complex sentence (Trivianti, 2017).

Here are other examples of a simple sentence in Trivianti (2017);

- a) *The train was late.* → Subject (*The train*); Verb (*was*); Complement (*late*)
- b) *Mary and Samantha took the bus.* → Compound subject: *Mary and Samantha*; verb: *took*; object: *the bus*.
- c) *Mary and Samantha arrived at the bus station early but waited until noon for the bus.* → compound subject: *Mary and Samantha*; compound verb; *arrived and waited*.

## RESULT AND DISCUSSION

After collecting and selecting the data from both SL novel and TL novel, the writer finds  $\pm 375$  simple sentences which have structure shift. From  $\pm 375$  data, there are  $\pm 242$  word order changes occurred in the simple sentences,  $\pm 195$  extra words added, and  $\pm 193$  removal of some sentences elements occurred in the simple sentences of the novel. Other than that, the writer finds there are  $\pm 69$  simple sentences which have class shift. From  $\pm 69$  simple sentences,  $\pm 9$  kinds of class shift occurs, they are pronoun to noun, adverb to adjective, preposition to verb, verb to adverb, verb to pronoun, noun to adjective, adjective to verb, verb to adjective, and adverb to verb.

According to the data that has been collected, selected and analyzed, most of class shift which occurs in the simple sentences is pronoun to noun. There are  $\pm 46$  shifts of pronoun to noun;  $\pm 15$  shifts of adverb to adjective, 5 shifts of preposition to verb, 2 shifts of verb to adverb, 3 shifts of verb to pronoun, 1 shift of noun to adjective, 2 shifts of adjective to verb, 1 shift of verb to adjective, and 1 shift adverb to verb. For structure shift, the writer chose 3 simple sentences for each types of structure shift. For class shift, the writer chose 1 simple sentence for each types of class shift.

### Discussion

The writer uses Oxford Learner's Dictionaries online, Kamus Inggris Indonesia by John M. Echols and Hassan Shadily (2018), Kamus Besar Bahasa Indonesia (KBBI) online, and sinonimkata.com. The writer uses these dictionaries to translate the data from English to Bahasa Indonesia

and help the writer give an accurate explanation about structure shift and class shift. As mentioned in the previous chapter, the translator explains structure shift and class shift, which occur in the novel's simple sentences, and the equivalences that occur in the translation based on Nida's theory.

### 1) Structure Shift

The structure shift is divided into three forms: word order changes, extra word, and removal of some or most sentence elements.

#### a. Word Order Changes

SL: There are free universities in Brazil. (12)

TL: Ada universitas-universitas gratis di Brazil. (17).

A sentence of SL above is indicated as a simple sentence. The sentence has one and main independent clauses and does not have a dependent clause which is usually indicated by the existence of conjunction such as and, but, or, nor, yet. 'There' is the subject of the sentence, 'are' is the verb, and 'free universities in Brazil' complement the sentence.

If seen carefully, there are word order changes from SL to TL. Phrases 'free universities' in SL and 'universitas-universitas gratis' in TL have shown that word order occurs in the simple sentence. According to Kamus Inggris Indonesia, the word 'free' in English means *bebas, merdeka, cuma-Cuma, gratis, kosong, and lancang* in Bahasa Indonesia. Meanwhile, 'universities' is a plural form of 'university' that according to Kamus Inggris Indonesia means *universitas* in Bahasa Indonesia. The plural form of the word in Bahasa Indonesia is *universitas-universitas*. Therefore, the explanation attests that the word 'free' is translated into 'gratis' and the word 'universities' is translated into 'universitas-universitas.' The translation result in TL has shown that there are word order changes. The translator did not translate the phrase 'free universities' into 'gratis universitas-universitas.' However, the translator translated the phrase into 'universitas-universitas gratis.' The explanation has indicated that structure shift occurs by changing the word order.

Even though the word order has changed, there is no word which changes. All words are translated literally. The translator has recreated the form of TL text as closely as possible so that the readers of TL novel understand the meaning of the sentence. The explanation attests that formal equivalence based on Nida's theory occurred.

SL: Wasn't that your favorite soda? (31)

TL: Bukankah itu soda favoritmu? (41)

A sentence of the SL above is indicated as a simple sentence. The sentence does not have dependent clause which is usually indicated by the existence of conjunction such as and, but, or, nor, yet. The sentence has a verb and a subject, which is indicated as one and independent clause. 'Wasn't' is the verb of the sentence written in a question word, 'that' is the

subject of the sentence, and 'your favorite soda' is the complement of the sentence.

The underlined phrase in both SL and TL has indicated that there is a structure shift that occurs. According to Kamus Inggris Indonesia, 'your' in English means *kepunyaan(mu)*, *milik (kamu)*, or *kepunyaan tuan/anda* in Bahasa Indonesia, 'favorite' in English means *favorit*, *kesayangan* or *kesukaan*, and 'soda' means *soda* or *air Belanda* in Bahasa Indonesia. Therefore, the explanation attests that in the simple sentence, the word 'favorite,' 'your,' and 'soda' is translated literally which are 'favorit,' 'mu,' and 'soda' in Bahasa Indonesia. Even though they are translated literally, the word order still changes. The translator did not translate the word into 'mu favorite soda.' However, the translator translated the phrase into 'soda favoritmu' means that there is structure shift occurs by changing the word order.

The explanation above attests that the translator tries to recreated the form of TL text as close as possible so that the readers of TL novel can understand the intended meaning. In other words, formal equivalence based on Nida's theory occurred.

SL: My real name sounded wrong in her voice. (214)

TL: Nama asliku terdengar salah di suaranya. (252)

The sentence above is indicated as a simple sentence. The sentence does not have a dependent clause, which is usually indicated by conjunction such as but, and, nor, or, yet. The sentence has one and the main independent clause, which is indicated by a verb and a subject. 'My real name' is the subject of the sentence, 'sounded' is the verb, 'wrong' is the object, and 'in her voice' is the prepositional phrase. There are four underlined words, 'my real name' - 'nama asliku,' and 'her voice' - 'suaranya.' The underlined words mean that there are structure shift occurs twice in the simple sentence. First, 'my real name' - 'nama asliku.' According to Kamus Inggris Indonesia, 'my' means *saya*, *kepunyaan saya*, 'real' means *nyata*, *asli*, *murni*, *sejati*, 'name' means *Nama* in Bahasa Indonesia. Therefore, the explanation attests that the words 'my,' 'real,' and 'name' are translated into 'saya,' 'asli,' and 'nama.' Even though the words are translated literally, the word order changes. The translator did not translate the words into 'saya asli nama' or 'aku asli nama.' However, the translator translated the phrase into 'nama asliku.'

Second, 'her voice' - 'suaranya.' According to Kamus Inggris Indonesia, 'her' means *dia*, *ia*, *nya* and voice means *suara* in Bahasa Indonesia. The explanation means that the words are translated literally. Even though the translator translated literally, the word-order has changed. The translator did not translate the words into 'nya suara.' However, the translator translated the words into 'suaranya.' The explanation of those two data attests that structure shift occurs by changing the word order.

In translating the sentence, the translator did not follow the form of the SL. However, the translator recreated the form SL as closely as possible in the TL text so that the readers of the TL novel can understand

the novel's story. In other words, formal equivalence based on Nida's theory occurred.

#### **b. Extra Word**

SL: I was somebody's something. (3)

TL: Aku sesuatu yang dimiliki seseorang. (7).

A sentence of SL above is a simple sentence. The sentence does not have an independent clause that is usually indicated by conjunction such as but, and, nor, or, yet. The sentence has one and main independent clause which is denoted by a verb and a subject. 'I' is the sentence's subject, 'was' is the verb of the sentence, and 'somebody's something' is the subject complement of the sentence.

The underlined word, 'yang' in TL means that there is a structure shift that occurs. There is an interesting thing in the sentences above. The interesting thing is that an underline is only used in TL. According to Kamus Inggris Indonesia, 'I' means *saya*, *aku*, 'was' belongs to 'be' and the meaning of the word is *adalah*, 'somebody' means *seseorang*, 's' is a possessive pronoun, and 'something' means *sesuatu*. In other words, 'I,' 'somebody's,' and 'something' are translated into 'aku,' 'sesuatu,' 'dimiliki' and 'seseorang.' There is no word in SL which is indicated as 'yang.' Therefore, the explanation attests that the translator added the extra word in TL so that the translation result gives clearer information. According to KBBI, 'yang' belongs to a particle and its function is to declare the next part of a sentence explain the previous word. Therefore, the role of the word 'yang' in TL is to demonstrate that 'I' is something that somebody owns.

The explanation attests that structure shift occurs by adding an extra word.

Each word in the simple sentence of SL above was translated literally. The form of SL is recreated in TL as close as possible. There is no translator's idea in the sentence. The word 'yang' is added to make the translation result, especially the form is almost the same and close with the form of SL. The explanation attests that formal equivalence based on Nida's theory occurred.

#### **c. Removal of Some or Most of Sentence Elements**

SL: It has a hole in it. (28)

TL: Berlubang. (37)

According to KBBI, 'berlubang,' belongs to verb and the meaning of *berlubang* is *ada lubangnya*. *Ada lubangnya* has the same meaning with "It has a hole in it" where in the novel refers to Aza and Daisy's canoe which has a hole. The explanation means that "berlubang" is translation equivalent of "It has a hole in it." The translator did not translate the sentence literally. However, the translator did a removal of some sentence elements. Even though the translator did the removal, the readers still get the intended meaning by the writer of SL novel because, as has been mentioned above, 'berlubang' and "it has a hole in it" refers to the same thing. The translator

considered the readers of the TL novel by not translate all elements. Even though some elements are removed, the translation result still sounds natural. It makes sense means that dynamic equivalence based on Nida's theory has occurred, and structure shift occurs by removing some sentence elements.

## 2. Class Shift

In this part, the writer explains class shift based on their types. At least nine types of class shift occurred in the novel and the writer will explain the types of class shift itself and one of the equivalence types based on Nida's theory.

### a. Pronoun to Noun

SL: His tired eyes met mine. (33)

TL: Matanya yang lelah bertemu dengan mataku. (43)

The underlined words, 'mine' and 'mataku' show that there belongs to word-order-change, from pronoun to noun. 'Mine' is translated into 'mataku' by the translator of the novel. According to Oxford Learner's Dictionaries, the word 'mine' belongs to pronoun. 'Mine' itself, is a possessive form. The word 'mata', according to KBBI belongs to noun and the meaning of the word is *indra untuk melihat*. In the TL of the simple sentence above, there written "matanya yang lelah bertemu dengan mataku," means that 'mataku' is the speaker's eyes. Therefore, 'mine' and 'mataku' refer to the same thing that is the speaker's eyes. Even though those words refer to the same thing, mine has its meaning. According to Kamus Inggris Indonesia, 'mine' means *milikku* or *kepunyaanku*. The translator did not translate 'mine' into '*milikku*' or '*kepunyaanku*' because TL's meaning will be different. If translated literally, the TL would be "Matanya yang lelah bertemu dengan milikku." Readers of TL would be confused if the translator translated the word 'mine' literally. The readers will not understand the meaning and will wonder the intended meaning of Matanya yang lelah bertemu dengan milikku." What things owned by 'aku' which met his/her eyes? Therefore, the translator used the word 'mataku' to give clear information about the things owned by 'aku.'

The explanation attests that dynamic equivalence based on Nida's theory occurred. Dynamic equivalence, which appeared in the simple sentence, can be proven by the word 'mataku', which is chosen by the translator as a word equivalent of 'mine' to avoid misunderstanding and to make SL and TL sounds natural in harmony. In other words, the translator focuses is on the readers and culture of TL.

### b. Adverb to Adjective

SL: She smiled wanly. (12)

TL: Mom tersenyum muram. (18)



The word 'wanly,' according to Oxford Learner's Dictionaries belongs to adverb and the meaning is in a weak or pale way meanwhile the word 'muram,' according to KBBI belongs to adjective and means *tidak terang cahayanya; kurang percaya; suram; buram*. The explanation proves that there is a class shift that occurred from adverb to adjective. The word 'wanly' itself is a fusion of 'wan' and has a suffix 'ly.' According to Oxford Learner's Dictionaries, 'wan' belongs to an adjective, and the meaning of the word is looking pale and weak. The writer of SL of the novel added suffix 'ly' and made the word changed into adverb form because the writer wants to explain the smile of 'she,' and has been mentioned before that wanly means in a weak or pale way. The translator of the TL novel did not translate the adverb form into the adverb form too. The translator translated the word into an adjective because, as mentioned in the previous chapter, each language has its own word classes. Most word classes have the same definition and function in each language, but that does not mean that the translation result will be the same. 'Muram' as an adjective form and equivalent translation of 'wanly' has completed its function in answering questions of *what kind of smile did she have?*

The explanation above attests that dynamic equivalence based on Nida's theory has occurred. The translator has chosen 'muram' as an equivalent translation of 'wanly' to get the identical translation result that is natural and makes sense.

### c. Preposition to Verb

SL: I just groaned at the therapy bullshit. (164)

TL: Aku hanya mengerang menanggapi omong kosong terapi ini. (194)

According to Oxford Learner's Dictionaries, 'at' belongs to preposition which has several functions and are used to say where something or somebody is, when something happens, state the age of which somebody does something, in the direction of or towards somebody/something, etc. The word 'menanggapi' is a word which basic word is 'tanggap,' According to KBBI, 'tanggap' means *segera mengetahui (keadaan) dan memperhatikan sungguh-sungguh; cepat dapat mengetahui dan menyadari gejala yang timbul*. 'Menanggapi' itself belongs to verb and the meaning is *menyambut dan memperhatikan (ucapan, kritik, komentar, cinta, dan sebagainya dari orang lain); melayani*.

The explanation means that class shift has occurred from preposition to verb. The translator of TL novel chooses 'menanggapi' as an equivalent translation of 'at.' According to Kamus Inggris Indonesia, 'at' in Bahasa Indonesia means *di, pada, atas, kepada, dengan, and menurut*. If the translator translates it literally, the translator result will be "*Aku hanya mengerang di omong kosong terapi ini,*" or "*Aku hanya mengerang pada omong kosong terapi ini.*" Those two literal translations will not give the writer of SL the intended meaning because those two literal translations mean that 'Aku' is

groaned to the therapy bullshit or 'Aku' is groaned in the therapy bullshit. Therefore, the translator of TL chooses the other word, and class shift occurs. The class shift that occurred delivers the real message intended by the writer of the SL novel.

The explanation above attests that dynamic equivalence based on Nida's theory has occurred. The translator has tried to adjust to the TL cultures, making the linguistic in SL and TL sounds natural.

#### d. Verb to Adverb

SL: Life is worrisome. (52)

TL: Hidup memang mengkhawatirkan. (66)

According to KBBI, 'memang' belongs to adverb and the meaning of 'memang' is '*sebenarnya; benar-benar.*' Furthermore, Kamus Inggris Indonesia explains that 'is' belongs to 'be' and has several meanings in Bahasa Indonesia such as, *ada, berada, jadi, adalah, sedang, sama dengan, akan.* Taking a look at the meaning of 'is' in Bahasa Indonesia, the linking verb of the simple sentence above actually can be translated into '*adalah*' and the translation result will be "*Hidup adalah mengkhawatirkan.*"

According to KBBI, the meaning of *adalah* is *identik dengan* or *sama maknanya dengan*. But, the translator chose the word 'memang' as an equivalent translation result of 'is' because the translator understands the context and the intended meaning of the writer of SL novel that would like to tell the readers that life is indeed worrying; not to tell the readers that life has the same meaning with worrisome or life is identical with worrisome. The translator did not translate the sentence literally.

The explanation above attests that dynamic equivalence based on Nida's theory occurred. The translator did not follow the form of SL grammatically; the translator considered the context, which made the SL and TL sound natural and has similar response that makes sense. In other words, the translator felt the TL novel's readers get the intended meaning of the novel in SL.

#### e. Verb to Pronoun

SL: You can go and see. (37)

TL: Kau bisa ke sana dan lihat. (48)

The underlined words, 'go' and 'sana' have shown that class shift occurred. According to Oxford Learner's Dictionaries, 'go' belongs to the verb and the meaning of 'go' is to move or travel from one place to another. The word 'sana,' according to KBBI belongs to pronoun and the sense of 'sana' is *penunjuk tempat yang jauh (atau dianggap jauh) dari pembicara*. Therefore, there is class shift that occurred from verb to pronoun. Even though 'go' and 'sana' refer to the same thing that is a place that the second person can visit, the translator prefers to choose 'sana' as an equivalent translation of 'go'. The translator chose pronoun form

because as has been mentioned in the previous chapter, pronoun referred to noun which has been mentioned before. Therefore, the translator chose 'sana', which referred to a specific place that has been mentioned before to give clear information to readers of the novel. If the translator translates the word literally, there will be a misunderstanding that makes the intended meaning not delivered to the readers of TL. The translator has considered the readers of the TL novel. The translator has chosen the word which sounds natural, make sense, and give a similar response. Therefore, dynamic equivalence based on Nida's theory occurred.

#### f. Noun to Adjective

SL: At the bar, people were shouting about some sports occurrence. (60)

TL: Di bar, orang-orang sedang mengoceh tentang berita olahraga terkini. (76)

The underlined words above, 'occurrence' and 'terkini' are identified as class shifts in the simple sentence. According to Oxford's Learner's Dictionaries, 'occurrence' belongs to a noun and the meaning of 'occurrence' is something that happens or exists. Meanwhile, 'terkini' belongs to an adjective, and the sense of 'terkini' is *mutakhir* or *terbaru* according to KBBI. The explanation gives clear information that class shift occurred in the simple sentence from noun to adjective. In terms of the meaning, 'occurrence' and 'terkini' are different, which means that the translator did not translate the word literally to avoid misunderstanding. According to Kamus Besar Inggris Indonesia, 'occurrence' in Bahasa Indonesia is *kejadian*, or *peristiwa*. If the translator translates the word literally, the translation result will be "*Di bar, orang-orang sedang mengoceh tentang berita olah raga kejadian.*" The translation result cannot deliver the intended meaning by the writer of SL novel. Therefore, the translator chose 'terkini' to give clear information that people were shouting about the latest sport news at the bar.

The explanation above attests that dynamic equivalence based on Nida's theory occurred. 'Terkini' as the equivalent translation of 'occurrence' sounds natural, makes sense, and gives a similar response. In other words, the translator considered the readers of the TL novel.

#### g. Adjective to Verb

SL: Are you free? (85)

TL: Kau bisa? (103)

The underlined words in both SL and TL above, 'free' and 'bisa' indicate that there is class shift occurs. According to Oxford Learner's Dictionaries, 'free' belongs to adjective and the meaning of 'free' is not busy, (of a person or time) without particular plans or

arrangements. Meanwhile, 'bisa,' according to KBBI belongs to the verb and the meaning of the word is *mampu (kuasa melakukan sesuatu); dapat*. The explanation proves that there is class shift which occurred from adjective to verb. The word 'free,' according to Kamus Inggris Indonesia has several meanings in Bahasa Indonesia such as *bebas, merdeka, cuma-cuma, gratis, kosong, libur*. The translator did not translate the text of the novel literally. The translator tries to understand the context of each sentence. Therefore, even though the word 'free' actually has its own meaning in Bahasa Indonesia, the translator prefers to choose 'bisa' as the equivalent translation. The intended meaning can be delivered to the readers of TL novel.

Therefore, dynamic equivalence based on Nida's theory occurred. The translator chooses the word as an equivalent translation that sounds natural, makes sense, and gives a similar response. Readers of TL novel are translator's focuses.

#### **h. Verb to Adjective**

SL: Do you think we can keep it? (120)

TL: Apa menurutmu kita layak menyimpannya? (145)

The underlined word in the simple sentence above has indicated that there is a class shift occurrence. According to Oxford Learner's Dictionaries, 'can' belongs to modal verb and is usually used to say that somebody/something can do something or something to happen. Meanwhile, the word 'layak,' according to KBBI belongs to an adjective, and the meaning of the word is *wajar; pantas; patut*. The explanation proves that there is a class shift that occurs from verb to adjective. According to Kamus Besar Inggris Indonesia, 'can' in Bahasa Indonesia means *dapat, bisa, pandai, boleh, berhak*. Even though the word 'can' has its own meaning in Bahasa Indonesia, the translator prefers to choose 'layak' as an equivalent translation of 'can.' The translator did not translate the text literally. The translator understands the novel's context by reading every word, phrase, clause, and novel sentence. The translator also understands the intended meaning of the writer of the SL novel. Therefore, 'layak' is used to give the clear information that one of the character of the novel asked his/her partner whether or not those two people are worth saving the 'thing.' The translator did the class shift so that the intended meaning by the writer of the SL can be delivered to the readers of the TL novel.

The explanation above attests that dynamic equivalence based on Nida's theory occurred. The translator did not translate the sentence literally. The writer chose the equivalent word which sounds natural, makes sense, and has the closest meaning. In other words, the readers of TL novel are considered by the translator.

### **i. Adverb to Verb**

SL: The day moved agonizingly slowly. (272)

TL: Hari itu berjalan dengan teramat lambat, dengan cara yang menyiksa. (322)

The underlined words, 'agonizingly' and 'menyiksa' show that there is class shift which occurs. According to Oxford Learner's Dictionaries, 'agonizingly' belongs to adverb and is used meaning 'extremely' to emphasize something negative. Meanwhile the word 'menyiksa,' according to KBBI belongs to verb and the meaning of menyiksa are *menghukum dengan menyengsarakan (menyakiti, menganiaya, dan sebagainya); berbuat dengan menyengsarakan; berbuat bengis kepada yang lain dengan menyakiti*. 'Menyiksa' is a combination of 'siksa' and prefix 'me.' 'Siksa' itself belongs to noun and the meaning of siksa is *penderitaan (kesengsaraan dan sebagainya) sebagai hukuman; hukuman dengan cara disengsarakan (disakiti)*. The explanation proves that class shift occurs from adverb to verb. As has been mentioned in the previous chapter, each language has word class and not all word classes can be translated into same class of word. In chapter two, the writer has cited from the expert that adverb in English is usually translated into phrase in Bahasa Indonesia. That case indicates most of adverbs in English cannot always be translated into adverbs in Bahasa Indonesia.

Therefore, equivalent translation is needed. The translator has chosen 'menyiksa' as an equivalent translation result of 'agonizingly.' 'Menyiksa' has the same function with 'agonizingly' in the sentence that is tell the readers about how the day moved. Therefore, dynamic equivalence has occurred. The translator has chosen the word 'menyiksa' as an equivalent translation result of 'agonizingly.' It means that the translator focus on readers of the TL novel. The equivalent translation result makes the sentence sounds natural and makes sense.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

After describing and analyzing how structure shift and class shift occur from the simple sentences of Turtles All The Way Novel to the translated novel, some conclusions are drawn as follows: First, the writer found  $\pm 375$  data of structure shift with details  $\pm 242$  word order changes occurred in the simple sentences,  $\pm 195$  extra words added, and  $\pm 193$  removal of some sentence elements occurred in the simple sentences of the novel. Other than that, the writer found  $\pm 46$  shifts of pronoun to noun which occur in the simple sentences;  $\pm 15$  shifts of adverb to adjective; 5 shifts of the preposition to the verb; 2 shifts of verb to adverb; 3 shifts of verb to pronoun; 1 shift of noun to adjective; 2 shifts of adjective to verb; 1 shift of verb to adjective; and 1 shift adverb to verb.

Secondly, structure shift and class shift, which occurred in the novel's simple sentences, show the translator's effort to get equivalence translation. The translated novel becomes readable by the readers of TL. Therefore, even though SL has translated into TL change, the meaning does not change. There are formal equivalence and dynamic equivalence found in the simple sentences with structure shift and class shift in this research.

### **Suggestion**

After conducting the research, the writer would like to give suggestions to the readers of this research. First, an explanation about translation shift and examples of translation shift (Bahasa Indonesia as an SL and English as a TL or vice versa) makes it easy for readers to understand the translation shift and differences of each kind of translation shift. Secondly, suppose readers want to research translation or translation shift. It is essential to find a well-translated text as the research analysis unit because a well-translated text will help a researcher do good research.

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## Ketentuan dan Format Penulisan Naskah

1. Naskah merupakan hasil penelitian dan pemikiran sendiri, belum pernah dipublikasikan, mengandung unsur kekinian dan bersifat ilmiah.
2. Judul naskah harus akurat, singkat, informatif, jelas dan mudah dipahami. Diketik dengan huruf besar, dihitamkan, kecuali pada nama latin.
3. Ditulis dalam Bahasa Indonesia atau Bahasa Inggris
4. Naskah diketik 1 spasi pada kertas A4, huruf Arial font 11, tidak timbal balik, dengan jumlah halaman makalah minimal 5 halaman dan maksimal 10 halaman, tidak melebihi 10.000 kata (tidak termasuk lampiran dan daftar pustaka).
5. Tabel diberi nomor berurutan, judul table ditempatkan di atasnya dan maksimal terdiri dari 7 (tujuh) kata.
6. Gambar diberi nomor berurutan, judul gambar ditempatkan di bawahnya dan maksimal terdiri dari 7 (tujuh) kata.
7. Naskah disertai dengan abstrak, yang terdiri dari satu paragraf, sekitar 150 kata. Abstrak ditulis dengan bahasa Indonesia atau bahasa Inggris diletakkan setelah judul dan nama penulis memuat tujuan, metode penelitian yang digunakan, hasil, Abstrak disertai dengan maksimum lima kata kunci yang ditempatkan sebelum pendahuluan, diketik miring (*italic*), dengan font arial 10, dengan jarak 1 (satu) spasi.