The Influence of Class Shift on Achieving Semantic Meaning in the English-Indonesian Translation of Yule's *Pragmatics*

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Article Info	Abstract
	The important of translation can be seen in our daily life. Translation can be found in many aspects of our life such as books, newspaper, magazines, novel, comics, even movies. One important aspect in translation study is class shift. Class shift deals with the changing of word classes in source language to the target language. Hence one language and others are different, this study aimed to know the influence of class shift on achieving semantic meaning in the English-Indonesian translation of Yule's pragmatics. Qualitative research is the type of this research and descriptive qualitative as research design. There are three chapters of the book which are chosen randomly as the data on this study. The total number of data is 98 from those three chapters. The results of the study show that there are seven types of class shift which are found in this study such as adjective to adverb, adjective to noun, adjective to verb, adverb to adjective, adverb to noun, adverb to verb, and verb to adjective. There are two types of class shift which often appear in this study. Those are adjective to noun and adverb to adjective. Class shift can be occurred anytime. The occurrence of class shifts does not guarantee anything in achieving meaning of a sentence.

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INTRODUCTION

Translation is not something new nowadays. It is partly the impact of language differences used by people to communicate. People use both spoken or written form to communicate with others in their environment (Hartono, 2014, p. 249).

Translation acts as a bridge of communication and relation among people who speak different languages (Kantiastuti, 2014, p. 1). As a mean of communication, translation can be used for multilingual notices such as reports, papers, articles, correspondence, textbooks, advice and recommendations for every branch of knowledge (Newmark, 1988, p. 7). Translation may be employed to verify whether messages contained in a source language are readily presented in a target one (Mujiyanto, 2011, p. 57). Therefore, translating is very necessary for conveying the meaning of one language to another language.

Meaning is very important to be understood in translating. Newmark (1988) defines translation as rendering the meaning of a text into another language in the way that the author intended the text. In addition, translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language) (Catford, 1978, p. 20). In line with Catford, Hartono (2011) argues that translators should be able to find out the closest and most natural meaning of words for the target language they aim (p. 1). The messages that translated by translators also should contains the meaning (Hartono, 2014, p. 183). Moreover, translation as the result of a linguistic-textual operation in which a text in one language is re-contextualized in another language (House, 2015, p. 2). So, every activity which done by translators should consider the meaning of the *source language* (SL) and *target language* (TL) in order to make the message of the text conveyed clearly to the readers.

The globalization era makes people in Indonesia aware to study foreign language especially English. According to Safitri and Faridi (2017), English is a global language that is universally used as a tool for communication both in spoken and written forms by most people in the world. It is learned by most of people because English has been an International language (p. 280). In line with this statement, Safari and Fitriati (2016) stated that English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, there is a demand for speakers who can use English effectively in every country (p. 88). In learning English, students especially in English department, use many books as their references. Most of the books are written in English. However, there are many books that have been translated into Indonesian. It aims to make learners easy in understanding the content of the book. In fact, they still face some difficulties to understand the material due to the different aspects of the source language and the target language.

Translating is a difficult task; it needs a complex set of competence (Yuliasri, 2016, p. 325). In line with Yuliasri, Budiana, Sutopo, and Rukmini (2017) stated that translating is not an easy task because each language has its own rules in phonetic, structure and word (p. 2). Although it is difficult, many people compete to be translators such as foreign language students, teachers, lecturers, or people who mastered more than two languages. They try to translate from small to large things such as short stories, articles, books, novels, or movies subtitle. Hartono (2015) argued that translating is a complex and complicated process because it is not only rendering forms of language but also transferring meanings and styles of culture (p. 129). The meaning should be similar (same), accurate, natural, and communicative with the source language into the target language. Sari and Yuliasri (2017) added that the translation process is needed to obtain a high quality of translation in target language or at least equal with the source language. Moreover, Bassnett (2005) argued that translation needs a great deal of skill, preparation, knowledge, and an intuitive feeling for the texts more than just dictionary (p. 52). So, it is very important for the translators

considering the meaning in translating a text, especially a book.

Several previous studies have become the preliminary research on this study. For examples, Suhaila (2010), Akbari (2012), Susana (2014), and Dorri (2016). They focused on unit and structure shifts in different setting and data analyses. Furthermore, Kalantari and Karimnia (2011), Muhtalifah (2011), Bánhegyi (2012), Hosseini-Maasoum and Shahbaiki (2013), Maula (2015), Herman (2017), Sipayung (2018) have conducted similar research which focused on translation shift only. The style of presenting the data and result is also quite similar although the data of the research are different.

Based on the explanation above, I analyze Yule's *"Pragmatics"* which translated by Indah Fajar Wahyuni. In this study, I focus on the influence of formal shifts on achieving semantic meaning.

METHODS

This research used descriptive qualitative method as the research design. This research focuses on analyzing the influence of class shift on achieving semantic meaning in the English-Indonesian translation of Yule's pragmatics. The data of this study is taken from 'Yule's pragmatics book'. Three chapters of the book are used as the sample of data which are chosen randomly. In analyzing the class shift, I used Catford's theory to lead the findings in this study.

As stated in the background of the study, the writer analyzed the influence of class shift on achieving semantic meaning. This thing needs to be considered because every translation should convey the meaning in target language equally. Therefore, it was very important to do a research deal with this topic.

I reported the results of this research based on the research problem. It can be found in the results and discussion sections. First, I showed the result data with some explanation and elaboration to make details. Then, I put the discussion about the results.

RESULT AND DISCUSSION

After analyzing the data, I found out a number of class shift from three chapters of the book which were chosen as the sample. The general description about the occurrences of class shift is shown in Table 1.

Table 1. Occurrences of class shift in the English-Indonesian translation of Yule's Pragmatics

Book Chapter	Number of Data	Number of Class Shift
Chapter 2	24	7
Chapter 4	36	12
Chapter 8	38	11
Total	98	30

The result of this study found that there were seven class shifts occurred in the English-Indonesian Translation of Yule's *Pragmatics.* Those were; adjective to adverb, adjective to noun, adjective to verb, adverb to adjective, adverb to noun, adverb to verb, and verb to adjective. These were the examples of findings that the writer found in this study.

Adjective to Adverb
The first was the changing of class word from adjective to adverb in the English-Indonesian Translation of Yule's pragmatics. In this study, I only found one case of it. This was the example of adjective to adverb;

(1) ST: We shall consider these linguistic forms here as indicators of potential presuppositions, which can only become ***actual*** presuppositions in contexts with speakers. (Yule, 1996, p. 27)

     TT: *Disini kita akan menganggap bentuk-bentuk linguistik ini sebagai petunjuk-petunjuk presuposisi potensial, yang hanya akan menjadi presupposisi yang **sebenarnya** dalam konteks dengan penutur.* (Wahyuni, 2006, p. 46)

From the example above, the bold word indicates the class shift in that sentence. The word *'actual'* in English is adjective. Then it was translated into bahasa Indonesia *'sebenarnya'*. The word *'sebenarnya'* belongs to adverb in bahasa Indonesia. Therefore, there was class shift in that sentence, adjective was changed into adverb. However, the changing of class shift did not influence the meaning. It is because both of them has the same meaning. In other words, the meaning from source language was transferred successfully into target language.

Adjective to Noun

There were several data found which indicated as adjective to noun. In this study, I found 9 times. These were the examples of adjective to noun;

(2) ST: Any linguistic form used to accomplish this 'pointing' is called a **deictic** expression. (Yule, 1996, p. 9)

TT: *Bentuk linguistik yang dipakai untuk menyelesaikan 'penunjukkan' disebut ungkapan **deiksis**.* (Wahyuni, 2006, p. 13)

In example (2) which is taken from chapter 2, the word *'deictic'* is an *adjective* in the source language and it was translated into *'deiksis'* which is *noun* in the target language. Therefore, the class of word changes from **adjective** into **noun**. This example is also the same case with datum number 4, 21, 22, and 23. In example (16), there was no affixation in the target text. Nevertheless, the meaning was not easy to be understood. Therefore, it was categorized as less achieved.

(3) ST: The entailment (a **necessary** consequence of what is said) is simply more powerful than the presupposition (an earlier assumption). (Yule, 1996, p. 32)

TT: *Entailmen (suatu **keharusan** akibat dari apa yang dikatakan) secara sederhana lebih berpengaruh daripada presupposisi itu (suatu asumsi lebih dini).* (Wahyuni, 2006, p. 55)

Another example of adjective to noun is taken from chapter 4 of Yule's *Pragmatics*. The word *'necessary'* was an *adjective* in English and it was translated into *'keharusan'* which was *noun* in bahasa Indonesia. In this case, the changing of class did not influence the meaning. The meaning in source language can be understood without any distortion.

Adjective to Verb

The next category which was found in this study was adjective to verb. There were three data found in this study. Here were the examples;

(4) ST: Deixis is a technical term (from Greek) for one of the most **basic** things we do with utterances. (Yule, 1996, p. 9)

TT: *Deiksis adalah istilah teknis (dari bahasa Yunani) untuk salah satu hal **mendasar** yang kita lakukan dengan tuturan.* (Wahyuni, 2006, p. 13)

In example (4), the word *'basic'* was an *adjective* in the source language and it is translated into *'mendasar'* which was *verb* in the target language. This thing was influenced by affixation in the target language. In this case, the translator added prefix *(men-)* in the word *'mendasar'* because the root word of *'basic'* in target language was *'dasar'*. Therefore, the class of word changed from **adjective** into **verb**. However, by adding the prefix *'men-'*, the meaning in the source text did not change in the target text but there was a little change in the sentence to make it more natural and easier to be read in the target language. So that, the example 4 could be concluded as less achieved.

(5) ST: It is worth noting at the outset that presupposition and entailment were considered to be much more **central** to pragmatics in the past than they are now. (Yule, 1996, p. 25)

TT: *Penting untuk diperhatikan sejak dini bahwa presupposisi dan keberadaan entailmen dianggap jauh lebih **memusat** terhadap pragmatik di waktu lampau daripada di waktu sekarang.* (Wahyuni, 2006, p. 42)

The word **'central'** was an *adjective* in the source language and it was translated into **'memusat'** which was *verb* in the target language. Therefore, the class of word changed from **adjective** into **verb**. In this case, the translator added prefix **(me-)** and changed the word **'pusat'** to be **'memusat'**. This was occurred because there was no **'mepusat'** but they used **'memusat'** in the target text. Thus, translator could render the text accurately.

Adverb to Adjective

The fourth was the class shift of adverb to adjective. There were several examples found by the writer in this study. The examples could be seen in the discussion below;

(6) ST: An entailment is something that **logically** follows from what is asserted in the utterance. (Yule, 1996, p. 25)

TT: *Entailmen adalah sesuatu yang secara **logis** ada atau mengikuti apa yang ditegaskan di dalam tuturan.* (Wahyuni, 2006, p. 43)

The word **'logically'** was an *adverb* and it was translated into **'logis'** which was an *adjective* in the target language. Therefore, the class of word changed from **adverb** into **adjective**. In this example, the word of **'logically'** was a combination between **(logic)** and **(-ally)**. The word **(logic)** was the root and **(-ally)** as the suffix. Generally, in Bahasa Indonesia, the suffix **(-ally)** was translated into *'secara'*. In this case, the translation could be understood by the readers. Nevertheless, there was a parts of translation which required the readers to read more than once to understand them. Therefore, the example 6 was categorized as less achieved.

(7) ST: In the analysis of how speakers' assumptions are **typically** expressed, presupposition has been associated with the use of a large number of words, phrases, and structures. (Yule, 1996, p. 27)

TT: *Dalam analisis tentang bagaimana asumsi-asumsi penutur diungkapkan secara **khusus**, presuposisi sudah diasosiasikan dengan pemakaian sejumlah besar kata, frasa, dan struktur.* (Wahyuni, 2006, p. 46)

The word **'typically'** was an *adverb* and it was translated into **'khusus'** which was an *adjective* in the target language. Therefore, the class of word changed from **adverb** into **adjective**. However, the meaning of the sentence was achieved though there was a shift within.

Adverb to Noun

The next class shift analysis was adverb to noun. This was one of the examples which found in this study;

(8) ST: These patterns of conversational interaction differ **substantially** from one social group to another. (Yule, 1996, p. 72)

TT: *Pola interaksi percakpan ini secara **substansi** berbeda dari kelompok sosial satu dengan kelompok sosial lainnya.* (Wahyuni, 2006, p. 123)

In example (8), it could be seen that the word **'substantially'** was adverb. Then, it was translated to **'substansi'** which was a noun in target language. Both of them had the same meaning. Therefore, it could be concluded as achieved.

Adverb to Verb

The next category was adverb to verb. It occurred 3 times. The examples of data analysis are as follow;

(9) ST: One function of stress in English is, in this approach, **clearly** tied to marking the main assumption of the speaker in producing an utterance. (Yule, 1996, p. 33)

TT: *Salah satu fungsi penekanan dalam bahasa Inggris dalam pendekatan ini ialah secara **jelas** terkait dengan penandaan asumsi utama penutur dalam menghasilkan tuturan.* (Wahyuni, 2006, p. 58)

Similar with the other examples and explanation above, in this example (9), the word **'clearly'** was an adverb in source language. Then, it was translated to be **'jelas'**. This was categorized as class shift since there was a change of class of word after translating.

However, the meaning was still the equal between source and target language. Therefore, it was achieved.

(10) ST: There are other kinds of overlap and they are interpreted **differently**. (Yule, 1996, p. 74)

TT: *Ada jenis-jenis 'overlap' lain dan ditafsirkan* **berbeda**. (Wahyuni, 2006, p. 126)

In this example (10), the word **'differently'** was an adverb in source language. Then, it was translated to be **'berbeda'**. However, the meaning was still the equal between source and target language. Therefore, it was achieved.

Verb to Adjective

The last category of class shift found in the analysis was verb to adjective. It occurred 2 times. The examples of data analysis are as follow;

(11) ST: Many of the features which **characterize** the turn-taking system of conversation are invested with meaning by their users. (Yule, 1996, p. 76)

TT: *Banyak fitur yang memberikan* **karakteristik** *sistem pengambilan giliran bicara dimasukkan dalam makna oleh pemakainya.* (Wahyuni, 2006, p. 121)

In example (11), the word *'characterize'* is translated to be *'karakteristik'*. So that there is class shift from verb to be adjective. However, the meaning of the word is equal. Therefore, the meaning is achieved.

(12) ST: The active participation style will tend to **overwhelm** the other style. (Yule, 1996, p. 76)

TT: *Gaya partisipasi aktif cenderung* **melimpah** *kepada gaya lainnya.* (Wahyuni, 2006, p. 131)

Similar with example (11), in example (12), it can be seen that the word *'overwhem'* is a verb and it is translated to be *'melimpah'* in target language which can be categorized as adjective. Even though, there is shift in this sentence, the meaning of the word is equal.

Those are all the types of class shift that occurred in Yule's *Pragmatics*. In this study, the class shift from adjective to noun and adverb to adjective are more frequent than the other types. Both of the class shift occurred 9 times in Yule's *Pragmatics*. Then, the class shift from adjective to verb and adverb to adjective occurred 3 times in the translation. The class shift from adverb to noun and verb to adjective happened twice in Yule's *Pragmatics*. Then, the last type of class shift that occurred in the translation is adjective to verb which only occurred once. It can be said that most of the class shift that occurred in Yule's *Pragmatics* were adjective to noun and adverb to adjective.

Furthermore, the occurrences of class shift in the translation did not give a lot of influences to the semantic meaning. It is because sometimes the word in source language has the similar meaning with target language even though they had the different class of word. Therefore, the result of class shift based on Nababan, Nuraeni, and Sumardiono (2012) theory of accuracy (p. 51-52), acceptability and readability in translation product indicated that most of them achieved. The occurrences of class shift in Yule's Pragmatics was not only influenced by the grammatical differences between English and bahasa Indonesia, but also influenced by the translator itself. As stated by Fathurrohman (2017) that the translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated (p. 55).

CONCLUSION

From the research finding and discussion, there are seven class shifts occurred in the English-Indonesian Translation of Yule's pragmatics. Those are; adjective to adverb, adjective to noun, adjective to verb, adverb to adjective, adverb to noun, adverb to verb, and verb to adjective. I conclude that class shift can be occurred anytime. This also happens in the case of achieving semantic meaning. The occurrence of class shifts does not guarantee anything in achieving meaning of a sentence. It

is purely influenced by the translator itself in how the translator translates the source language into the target language. So that the translator must consider everything that involves source language, target language, how does the class shifts occur and the achievement of meaning.

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