

**THE TRANSLATION SHIFT OF EXPRESSIVE SPEECH ACTS IN JOHN
GREEN'S NOVEL "THE FAULT IN OUR STARS" AND IT'S
RELEVANCE FOR SPEAKING MATERIALS FOR XI GRADER
STUDENTS OF MAN 2 KLATEN IN FIRST SEMESTER ACADEMIC
YEAR 2023 – 2024**

THESIS

**Presented As Partial Fulfilment of the Requirements for the Magister Degree
of Language Education Programme**



Disusun oleh

ENDAH MARDIYANI

NIM 2301080001

**MASTER OF LANGUAGE EDUCATION
OF TEACHER TRAINING AND EDUCATION FACULTY
WIDYA DHARMA KLATEN UNIVERSITY**

2024

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APPROVAL



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STUDENTS OF MAN 2 KLATEN IN FIRST SEMESTER ACADEMIC
YEAR 2023 – 2024**

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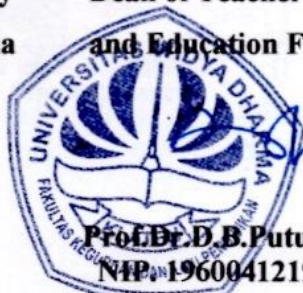
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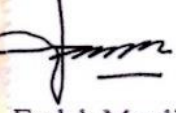
Title: *“The Translation Shift of Expressive Acts in John Green’s Novel “The Fault in Our Stars” And Its Relevance for Speaking Materials for XI Grader Students of Man 2 Klaten in First Semester Academic Year 2023 – 2024*

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Klaten 13 Agustus 2024


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MOTTO

الْجَنَّةُ إِلَى طَرِيقًا بِهِ لَهُ اللَّهُ سَهْلَ عِلْمًا، فِيهِ يُلْتَمَسُ طَرِيقًا سَلَكَ مَنْ

"Barang siapa menelusuri jalan untuk mencari ilmu padanya, Allah akan memudahkan baginya jalan menuju surga." (HR. Muslim).

Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.

The two most powerful warriors are patience and time.

DEDICATION

To

1. Ir. Muhammad Ujianto S.T.M.T, my beloved husband
2. Muhammad Fakhrul Amri, my beloved son.
3. Fairuz Zanirah Nadhifah S.Sos, my beloved daughter.
4. Drs. H. Soemardjo M.M, my father-in-law.
5. The big Family of Sumardi
6. The big family of Soemardjo.
7. The students of MAN 2 Klaten, especially class XII IPS 1 and English Club members.

ABSTRACT

Endah Mardiyani. NIM 2301080001 THE TRANSLATION SHIFT OF EXPRESSIVE SPEECH ACTS IN JOHN GREEN'S NOVEL "THE FAULT IN OUR STARS" AND IT'S RELEVANCE FOR SPEAKING MATERIALS FOR XI GRADER STUDENTS OF MAN 2 KLATEN IN FIRST SEMESTER ACADEMIC YEAR 2023 – 2024". Thesis, Magister of Language Education Study Programme, Teacher Training and Education Faculty Widya Dharma Klaten University, 2024.

This research aims to the study of a translation shift in John Green's novel by using the theory of J.C. Catford and is combined with the pragmatics approach. In the novel, the utterances which identified as Expressive acts are taken to be discussed. The combination research of the translation shift and the pragmatics method conducted in order to get the understanding of grammatical level and how the language used was applied.

This study employed a qualitative descriptive methodology. The researcher conducts the research by reading and contrasting the texts in Indonesian and English. She then made a comparison of the data to identify instances of translation shifts from source language (SL) to target language (TL). The factors that may contribute to translation shift are identified once the data have been categorized in accordance with each type of translation shift.

In analyzing the translation shift, the result shows that there are 105 shifts identified. the researcher finds there are 3 or 3% cases in level shift, in the category shift; there are 21 or 20% cases in structure-shift, there are 28 or 27% cases in Unit shift, the class -shift 13 or 12% cases and the intra-shift, they are 3 or 3% cases. The most shifts are in structure-shift. Additionally, in pragmatic method the most expression used is in apologizing, it is 32 or 30%, and the others are 26 or 25% expression of deploring, 11 or 10% expression in congratulating or praising, 9 or 9% expression in thanking, 19 or 18% expression in welcoming, and 8 or 8% expression in like or dislike.

The utterances in the novel are also used to add the materials in English learning in high school lesson in order to relate the research with the student speaking learning. The result is the students know more utterances in some expression such greeting, apologizing, thanking, welcoming.

As a result, students know more about utterances in several expressive speech acts such as greetings, apologies, thanks, and welcomes from native English sources. Of the 9 groups of students, 50% or 5 groups, on average, have shown positive results in their speaking abilities. However, they still need a lot of practice recognizing and using sentences in expressive speech acts to better practice speaking competence.

Keywords: Catford, Translation shift, speech act, speaking, speaking material

ABSTRAK

Endah Mardiyani. NIM 2301080001 THE TRANSLATION SHIFT OF EXPRESSIVE SPEECH ACTS IN JOHN GREEN'S NOVEL "THE FAULT IN OUR STARS" AND IT'S RELEVANCE FOR SPEAKING MATERIALS FOR XI GRADER STUDENTS OF MAN 2 KLATEN IN FIRST SEMESTER ACADEMIC YEAR 2023 – 2024". Tesis, Program Studi Magister Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan Universitas Widya Dharma Klaten, 2024.

Penelitian ini bertujuan untuk mengkaji pergeseran terjemahan dalam novel John Green dengan menggunakan teori J.C. Catford dan dipadukan dengan pendekatan pragmatik. Dalam novel, ujaran-ujaran yang diidentifikasi sebagai tindak ekspresif diambil untuk dibahas. Penelitian kombinasi pergeseran terjemahan dan metode pragmatik dilakukan untuk mendapatkan pemahaman tingkat gramatikal dan bagaimana bahasa yang digunakan diterapkan.

Penelitian ini menggunakan metodologi deskriptif kualitatif. Peneliti melakukan penelitian dengan membaca dan membedakan teks dalam bahasa Indonesia dan Inggris. Dia kemudian membuat perbandingan data untuk mengidentifikasi contoh pergeseran terjemahan dari bahasa sumber (SL) ke bahasa sasaran (TL). Faktor-faktor yang mungkin berkontribusi terhadap pergeseran penerjemahan diidentifikasi setelah data dikategorikan sesuai dengan setiap jenis pergeseran penerjemahan.

Hasil analisis pergeseran menunjukkan bahwa terdapat 105 pergeseran yang teridentifikasi. peneliti menemukan ada 3 atau 3% kasus dalam pergeseran level, dalam pergeseran kategori; Pergeseran struktur terdapat 21 atau 20% kasus, Pergeseran Unit terdapat 28 atau 27% kasus, Pergeseran Kelas 13 atau 12% kasus, dan Pergeseran Intra sebanyak 3 atau 3% kasus. Selain itu, dalam metode pragmatis ekspresi yang paling banyak digunakan adalah meminta maaf, yaitu 32 atau 30%, dan sisanya adalah 26 atau 25% ekspresi menyesal, 11 atau 10% ekspresi dalam ucapan selamat/pujian, 9 atau 9% ekspresi dalam ucapan terima kasih, 19 atau 18% ekspresi menyambut, dan 8 atau 8% ekspresi suka/tidak suka.

Ucapan-ucapan dalam novel juga digunakan untuk menambah materi pembelajaran bahasa Inggris pada pelajaran sekolah menengah agar dapat menghubungkan penelitian dengan pembelajaran berbicara siswa.

Hasilnya siswa lebih mengetahui ujaran-ujaran dalam beberapa tindak tutur ekspresi seperti ucapan salam, permintaan maaf, ucapan terima kasih, penyambutan dari sumber asli bahasa inggris. Dari 9 kelompok siswa, 50% atau 5 kelompok, rata rata sudah menunjukkan hasil yang positif dalam kemampuannya berbicara. meskipun demikian, masih perlu banyak latihan mengenal dan menggunakan kalimat dalam tindak tutur ekspresi untuk lebih mempraktikkan kompetensi berbicara.

Keywords: Teori Pergeseran Catford, Tindak Tutur Ekspresif, Berbicara, Materi Berbicara

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ABBRIATION LIST

- 1) Ap : Apologizing
- 2) DR : Deploring / Regretting
- 3) CP : Congratulating/Praising
- 4) Th: Thanking
- 5) Wel : Welcoming
- 6) LD : Like/Dislike
- 7) SL : Source Language
- 8) TL : Target Language.

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Klaten 13 Agustus 2024

Endah Mardiyani

CHAPTER I

INTRODUCTION

A. Background of the study

A novel is one kind of art that some people have read before. For some, reading novels as a hobby is an engaging pastime. A novel written in English that is translated into Indonesian is one of the many books that are translated from one language to another. Numerous novels written in English have been translated into Indonesian. The novels' readers would be content to read the Indonesian translations. While some readers were able to comprehend and appreciate the novel's plot, others were remained perplexed by the translation. Because the vocabulary is different and the meanings of the original and target languages are different, they have trouble understanding the novel that is being translated. The interpretation that was made

Numerous English novels have been translated into Indonesian. While comparing the English novel and the Indonesian, the researcher found something to be analyzed. In fact, the Indonesian translation's novel would be welcomed by readers however, some readers were still perplexed by the translation, they were not able to follow and appreciate the novel's plot. It is because the terms in the translation are different and the meaning of the original language is not clear in the target language, consequently they still have troubles in understanding the novel that is being translated. The similar

meaning from the original language is not represented in the translation that the translators have prepared.

A translator needs to be able to translate the meaning from the English novel into the Indonesian novel. To do this, he needs to be linguistically knowledgeable and have an understanding of both the target and source languages' cultures. The reason for this is because a novel is a lengthy prose narrative. It belongs to the category of literary works. It covers the author's cultural heritage through extrinsic aspects, implicit meaning, and literary sense. Furthermore, translating literary materials differs from translating nonliterary writings in terms of the translation process (Nduru, 2017).

Let's look at the example of dialogue in the novel "The Fault in Our Stars"

SL : "I regret that I cannot indulge your childish whims..."

TL : "*Aku menyesal karena tidak bisa memanjakan keinginanmu...*"

From the example above, the translation has different forms and function of words from source language to target language. The word that becomes *karena* and the noun phrase your childish whims becomes word *keinginanmu*. The source language, the sentence consists of two independent clauses with the conjunction that, but in the target language the sentence translates into complex sentence, independent clause and the word that translated into *karena*, thus the rest of sentence becomes dependent clause.

The chosen words which taken by the translator are different in forms in order to get the closer meaning from the source language to the target

language. To convey the appropriate message or meaning to the target language, it sometimes must change the form of the source language, thus the form in the source language has a new form or different form the target language; that is called a shift (Catford, 1965).

The researcher was inspired to examine the shift in the novel because she found many shifts that occur in the novel and there have also been some researchers who conducted the research about the shifts.

Many scholars have studied shifts; Abidondifu *et al.*, (2022) examined the many category changes in William Shakespeare's *Romeo and Juliet* work translated into Indonesian. The translation process offered by Larson (1998) and the theory of translation shift proposed by Catford (1965) were the key theories employed in this study to examine the study's objectives. The findings demonstrated that the translation novel contains every category shift put forward by Catford.

The next researcher on shift was Topan (2019); he looked into the translations of Reni Indardini's book *Magnus Chase and the Gods of Asgard* into Indonesian. While rendering text, shifts are unavoidable. Structure, unit, class, and intra-system shifts are examples of categories that can change. The results of this study demonstrated that while there are many different types of category changes in *Magnus Chase and the Gods of Asgard*, the most common type is unit shift.

Both of the researchers found about Category shift in novels they learnt based on Catford theory. But they didn't study further why the category shift was applied, How the category shift affects the translation.

Wulansari, another scholar, provided an explanation of the translation process for novels. Here, she stated that because literary works serve an aesthetic purpose, translators must be well-versed in the relevant sociocultural background and be able to transfer ideas from the source language in a way that is appropriate and flexible in the target language (Wulansari et al., 2023).

The examination of Catford's formal alterations in speech act translation from English into Bahasa Indonesia in the Kung Fu Panda movie is the subject of Latifah and Mujianto's next research (2021) The analysis discusses how pragmatic equivalency was achieved through the utilization of level shift and category shift as well as how the development of the visual-verbal relationship coincided with the process of pragmatic attainment. Because of the widespread recognition of the visual-verbal relation locution, both target and expert readers were able to deduce the meaning of the speech act just by looking at the word itself. The later researchers have examined not only the shift but also the pragmatics method in obtaining equivalent in meaning between the two languages.

There are other linguists who investigate shift in greater detail than Catford did; Vinay and Darbelnet, who worked in the field of comparative stylistics, created a system of translation techniques. While some of them are oblique and lead to varied variances between the source and the target text,

others are more or less direct and literal. According to Vinay *et al.*, (1995), these processes go by the names transposition, modulation, equivalency, and adaptation.

Eugene Nida was an American linguist who made observations regarding shift using his functional equivalency. He saw the introduction of a novel idea in translation, known as "functional equivalency." His method, which is firmly based in the knowledge of cultures and how language is inextricably linked to them, places a strong emphasis on the necessity of translating the original text's emotional and cultural impact into the target language. Particularly in the context of literary and religious translations, this viewpoint completely changed the way translators handled texts (Wang, R 2023).

Knowing many linguists paid attention about shift with their own definition and adjusted in translation, it can be concluded that shifts is the important factor which always occurs in the process of translation.

The translator may be able to determine equivalency between the source and target texts by using the shifts. "Reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style," is how Nida defines translation and equivalency (Nida 1982).

It is clear that one fundamental idea in translation that cannot be overlooked is equivalency. Translators not only convey the meaning of a work of literature, but also its moral and cultural values. Translators' job is to

determine which words in the target text are equivalent in the target language and then use their imagination to figure out which ones aren't. The key idea in achieving high-quality translation is equivalency.

Shift is one of the factors used by translators to provide words and meanings that are as close as possible in translation. However, there is other factor that can be learnt in understanding a translation, namely using a pragmatic approach. Pragmatics examines the appropriate use of language in communication. The word appropriate means more directed to the use of language well in communication (Jumanto, 2017).

Examine the dialogue where the pragmatics is applied below

Sl : “Sorry, I swear to God I am trying to be gentle

TL : “*Maaf aku bersumpah sedang berupaya untuk menyetir dengan lembut*”

The sentences above are examples of pragmatics meaning, the translator translates not only in the forms of each word from SL to TL, but he also translates it based on intended meaning of the utterances: the context the sentence uttered happened related to the circumstance around it. It happened when the speaker is in driving a car, to be gentle translated by *untuk menyetir dengan lembut*. Without knowing the context of the speech, it is not appropriate to translate above.

Indeed, the study of pragmatics is the use of language. It is the study of meaning as it is expressed and shaped by people in communicative situations rather than as it is produced by the language system. Austin (1962).

The study employs a perspective on language that addresses the interaction between language and the environment in which it is utilized (Baker, 1992). Through combination analysis, readers can gain a deeper comprehension of the work's main ideas.

The interaction of semantic knowledge about the world with consideration for use settings is known as pragmatics. While it is impossible to educate every cultural value in the globe, effective communication requires pragmatic understanding (Nonye *et al.*, 2019).

Furthermore, language usage is a component of communication, and pragmatics is a branch of linguistics that studies language use. Speaking is one means of communication. Two persons conversing is the fundamental form of communication. Small talk and casual communication are common forms of interpersonal communication that occur between people and last from the moment they get out of bed in the morning until they go back to bed. And the closest human interaction is when two people converse with one another, for instance.

Speaking is thought to be the most difficult of the four language skills since it requires intricate procedures to produce meaningful communication (Nonye *et.al.*, 2019).

A language learner's success is determined by their capacity to converse in the language they are attempting to acquire (Nunan, 1991). Therefore, language learners' risk being demotivated and losing interest in learning the language if they are unable to learn how to speak or if they are

not given the chance to speak in class. In EFL environments, when language learners have less opportunities to speak English, this issue is prevalent. In actuality, there are very few speaking opportunities available to language learners in EFL settings within the classroom. Speaking in class, though, can be a lot of fun if the correct exercises are taught in the right way. Additionally, it may increase the motivation of language learners (Bahrani, 2012).

B. The Identification of the Problem

Based on the problems that arise regarding the translation of novel, the researcher found some problems to be analysed

1. There are few researchers who related the shift in translation to a pragmatic approach. Thus, the researcher tries to carry out this research about the shifts that occur in a novel with a pragmatic approach.

2. The researcher is interested in analysing the kinds of shift in a novel "The Fault in our stars" because in comparing the English novel and the Indonesian novel, there are many utterances translated differently either in grammatical form or in the meaning. The translation shift which the researcher applied is from Catford theory. The research tries to analyse the translation shift by classifying the shifts related to its grammatical form and function, the level shift and category shifts.

3. In addition, as a teacher the researcher tries to collaborate the sentences in the novel work with the student's lesson material in classroom since literary works such as song, poem, story have been part of the student's

lesson material to be studied. And speaking is one of four competences in English lesson which must be improved.

C. The Limitation of The Problem

To get the specific research, the researcher restricts the study along with the translation shift and the expressive act in the novel. The linguistic theory by Catford and the theory of speech act by Searle are used to analyse the data.

The researcher would analyse the translation shift only in expressive acts in the form of dialogues. The dialogues are taken from the expressive act (one kind of Illocutionary act) used in the novel that can be practised by students who want to get the proficient in speaking English.

Speech or conversations often include some kind of communicative function, such as complaining, asking for information, giving advice or thanking. The expressive act dialogues in the novel can be used to conduct the research. However, the researcher uses only the expression of thanking dialogues which have the connection with the textbook of the student lesson material in XI grade of MAN 2 Klaten, in first semester of the school year of 2023-2024.

D. Problem Statement

The problem statement is based on the research background, the problem statements are formulated as follows:

1. What are the translation shifts of the expressive speech acts in John Green's novel "The Fault in Our Stars"?
2. How are the expressive speech acts expressed by the characters in John Green novel "The Fault in Our Stars"?
3. What is the relevance of the expressive speech acts in the novel to speaking material for the students' speaking proficiency?

E. Objective of the Study

The research is conducted to find out the answers of the problem statements. The research objectives are as follow:

1. To find out the translation shifts in the expressive speech acts in the novel The Faults in Our Stars.
2. To describe the expression of expressive speech acts used by the characters in John Green's novel "The Fault in Our Stars".
3. To find out the relevance of the expressive speech acts to speaking material of the student's speaking proficiency.

F. Benefits of the Study

1. For the teachers

For the first group of participants, this study is anticipated to provide more references regarding the translation shift and expressive utterances in order to support the provision of teaching and learning materials in the classroom.

2. For the other researchers

For the second group of participants, this study is anticipated to provide more information regarding the shift in translation and expressive utterances, as well as to inspire further research into pragmatics and other utterance types in order to facilitate meaningful communication.

3. For students

For the third group of participants, this study is anticipated to provide more information regarding the use of expressive utterances in proper speaking to students as well as more resources regarding English language learning.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

There are three subheadings in this chapter: Conclusion, Implication and Suggestion. The summary of the solutions to the research questions listed in Chapter I is found in the conclusions. The researcher's proposal regarding the use of expressive utterances in English instruction is referred to as implication. Suggestions for more researchers with an interest in this subject matter are included.

A. Conclusion

Following the data analysis and the research challenge outlined in Chapter I, the researcher suggests the following conclusions:

1. The translation shift being conducted in this study is level shift and category shift (structure shift, unit shift, class shift, and intra-system shift), which are the types of translation shift identified by the author in this thesis analysis. It is based on the theory of J. C. Catford. Some statements cannot be related to the theory; however, the researcher evaluates them using Newmark's theory of translation based on the theory in Unit II. As a result, every word used in the novel's expressive acts can be recognized.
2. In accordance with Searle's typology of expressive speech act, the dialogue in the book "The Fault in Our Stars" contains six different types of expressive utterances: "like/dislike" (8 utterances), "congratulating/praising" (11 utterances), "thanking" (9 utterances), "welcoming" (19 utterances), and

"apologizing" (32 utterances). In this movie, expressing regret (used 25%) and apology (30%) are the most common expressions.

3. Whether intentional or not, expressive speech is constantly employed in casual conversation. It makes a significant contribution to the growth of human social ties. Expressions such as "sorry," "angry," "happy," "grateful," and others are frequently used in everyday conversations. One of the different methods to express one's feelings is through expressive discourse. To fully appreciate the meaning of the utterance and to respond to it appropriately, one must, nevertheless, be aware of the context. As a result, understanding expressive speech acts and expressive utterances is crucial. Even though there are no age or gender restrictions on how one can communicate one's feelings, studying and teaching English should incorporate an understanding of expressive speech acts. The use of expressive speech act as a teaching tool or as a means of student-teacher interaction are two ways that expressive speech act can be used into English language instruction.

B. Implication

Research implications are crucial since they might serve as a guide for future investigations or activities. Expressive utterance has implications for both teacher-student and student-teacher interactions. In teacher-student and student-teacher interactions, expressive utterances are frequently used, even though the participants may not realize it. Certain words, such as "thank you," "apologies," and "welcome," are frequently employed in everyday speech. As expressing

feelings is commonly done informally, the students may use the expression a lot during the learning process.

According to the curriculum for Indonesian high school students in the eleventh grade, teaching expressive utterances such as "thank you," "apologies," and "welcoming" is among the required learning activities.

The syllabus's basic competence states that the application of expressive utterance knowledge is used in the language of greeting, taking a break, apologizing, and expressing gratitude. The following are a few instances of how expressive language can be used to greet, thank, apologize, and bid farewell: "nice to meet you," "hello," "good morning," "thanks," "I'm sorry," "I apologize for my mistakes," "see you," and so on.

Applying knowledge of perlocution, locution, and illocution in oral texts of greetings, leave taking, thanking, and apologizing as a guide to responding to greetings, leave taking, thanking, and apologizing is another technique to involve expressive in classroom activities. Since the students are in the eleventh grade, the instructor should address this topic clearly, as the majority of them are not familiar with the concept of pragmatics in Indonesia.

The researcher suggests a sample lesson material to teach speaking as the lesson's theme, with the goal of providing an example of how expressive utterances might be implemented in a classroom setting.

C. Suggestion

Among the utterances that are frequently employed in casual conversation are expressive utterances. This topic covers a wide range of topics, including

usage, functions, and even utterance structure. Thus, the investigator anticipates that this study will make a valuable contribution to Indonesian English language education. Additionally, the researcher hopes that the following recommendations and contributions to learners and other researchers will come from this research:

1. English education department student who are interested in researching or analyzing expressive speech act and expressive utterance to be implemented in teaching and learning activity.
2. Indonesian high school students, who must possess a strong grasp of how to use expressive speech acts and expressive utterances in everyday discourse.
3. Additional researchers that use different subjects, such books, novels, or movies, to investigate and analyze expressive speech act and expressive utterance and its usage in everyday discourse. In the future, the researcher believes that a large number of additional researchers will be eager to investigate related subjects and go deeper into the field.

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