THE FUNCTIONAL SHIFT OF NOMINAL GROUP TRANSLATION IN *CHICKEN SOUP TO INSPIRE A WOMAN'S SOUL*

A THESIS

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STATEMENT OF ORIGINALITY

I hereby certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Opinion or findings of other are quoted or cited with respect of ethical standard.

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Erwin Sugiyanto

MOTTO

❖ "Let others lead small lives, but not you. Let others argue over small things, but not you. Let others cry over small hurts, but not you. Let others leave their future in someone else's hands, but not you". **Jim Rohn** *(American entrepreneur, author and motivational speaker)*

❖ "Successful people have a clear sense of purpose and direction in every area of their lives". **Brian Tracy** *(Professional Speaker, Best Selling Author, Entrepreneur and Success Expert)*

❖ "When you're living the best version of yourself , you inspire others to live the best versions of themselves". **Steve Maraboli** *(Behavioral Scientist, Peak-Performance Coach, Speaker, Author)*

❖ "You are braver than you believe, smarter than you seem, and stronger than you think". **Winne the pooh**

❖ "If they can do it, he can do it, she can do it, and you can do it, of course i can do it as well". **Ven. Mudita Virya** *(Teacher, Best Selling Author, and Motivational speaker)*

DEDICATION

This thesis is dedicated to:

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3. All of my friends in Dian Nuswantoro University who always support each other.

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Finally, I do admit that this thesis is far from being perfect. Therefore, I open to constructive criticism and suggestion.

Semarang, September 18, 2013

The Researcher

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LIST OF TABLE

LIST OF APPENDIX

TABLE OF CONTENTS

ABSTRACT

The thesis entitled the functional shift of nominal group translation in *Chicken Soup to Inspire a Woman's Soul*. It has two objectives, to describe functional components of the nominal groups and their translations in the English and Indonesian version in *Chicken Soup to Inspire a Woman's Soul* and to describe functional shifts which happened in the translation of those nominal groups from English into Indonesian.

The method used in this study was descriptive qualitative research method. The data of this research were taken from *Chicken Soup to Inspire a Woman's Soul.*. After the data were collected, they were analyzed using the following steps: reading the source and target text carefully, identifying the functional components of nominal of source text into target text, and drawing the conclusion of the functional shift of nominal group translation found in *Chicken Soup to Inspire a Woman's Soul* in translating nominal group of source text and its translation.

The result shows that there are 83 functional components of the nominal groups and their translations in the English and Indonesian version in *Chicken Soup to Inspire a Woman's Soul*, and 93 functional shifts of the nominal groups happened in the translation of those nominal groups from English into Indonesian. There are twelve kinds of functional shifts of the nominal groups occured in the books. The functional shift of the nominal groups from Epi to Q is the most dominating functional shifts that is used in the books which has 65 (69.89 %).

Keywords: *Nominal Group, Functional Component, Functional Shift, Translation.*

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is so powerful in our lives because with language we can communicate each other, besides with it sometimes we can inspire peoples through the words which we are speaking to. There is much information in many languages widely spread through the world, and English is one of the well-known international languages in the world. Hornby (2000:721) defines language as "The system of communication in speech and writing that is used by people of a particular country". It is clear that language is used for communication among people in a particular country over a period of time. One of the ways people communicate is through written text, and transfer of information through written text is called translation.

Translation is the solution in understanding the books or other materials or even the conferences as the supporting sources for the development of technology and science which are very important for all the people in the world. Many books and materials about technology and science are published; therefore it should be learned and understood by the people. Also, many meetings or conferences are held in order to share the development of technology and science among the countries in the world. However, many of those books and materials are published in foreign

languages, also, many meetings or conference are using foreign language which cannot be understood by the people who do not use that language as the means of communication in their daily life. Therefore, it is the role of translation to translate those books or materials and the conferences into the language which can be understood by the readers or participants, in this case is the Indonesian people with Bahasa Indonesia as the national language.

Translation is a target text written as a result of the translator's comprehension of source text. However, Newmark (1981:7) describes translation as "a craft consisting in the attempt to replace a written message or statement in another language." Besides, Catford (1965: 15) states that "translation is defined as the act of replacing text material in the source language by an equivalent text in the target language". It means that in translating, the translator should find the equivalence of source language into target language. Therefore, to get a good translation, translator should master both source and target language. There are also some factors that should be considered by a translator in order to produce a good translation product. As Nababan (1999:18) states "there are two important factors in translation, they are linguistic factors that cover words, phrases, clauses and sentences; and non-linguistic factors that cover the cultural knowledge on both source and target language culture".

Every language in the world has its own characteristics. Therefore, when the source language and the target language are widely different in structure and cultural background, there cannot be an exact equivalent transfer of the source language into the target language. To overcome the differences in characteristics of these languages, translators are required to understand the structure of both the source and target languages. It can be said that translation is a complicated process encompassing both linguistic and non-linguistic problems. One aspect of the linguistic problems to be mastered by a translator is the structure, meaning the sequence of linguistic units that have relationship to each other. A translator who translates English text into Indonesian has to be competent in mastering both English and Indonesian language structure. It will make them capable in grasping the meaning embedded in the text accurately, and will allow them to transfer the same meaning correctly and appropriately using the suitable structure in the target language.

Both English and Indonesian are different each other both in their phonological and grammatical aspects. "Grammar is a theory of language, of how language is put together and how it works" (Gerot and Wignell, 1994: 2). Grammar is very important within the English language, since it is, in effect, the glue that holds the language together. With the use of incorrect grammar, sentences can become meaningless and their message is unclear. English and Bahasa are two different languages. Although they are different,

but basically they have some correspondence units, namely; sentence, clause, morpheme, word, and phrase.

Aarts (1982:11) says, "phrases are composed of words, and a minimal phrase consists of one single word". There are five kinds of phrases, noun phrase, verb phrase, adjective phrase, adverb phrase, prepositional phrase. Besides phrases in English has a group of words and, like everything else in grammar, relationships between and among words in the group are structured. They are nominal groups, verbal groups, adverbial groups, conjunction groups, and preposition groups. In this case the researcher is only going to discuss about nominal groups, mainly because it is the most interesting in education, particularly in written discourse.

Gerot and Wignell (1994 :140) states that "a nominal group is a group of words which has a noun *(a word which names a person, place or thing)* as its head word and includes all additional information related to that noun".

This study focuses on the functional shift of nominal group translation in *Chicken Soup to Inspire a Woman's Soul.* The main reason why the researcher chooses this creative non-fiction book, because this book is *New York Times Best Selling Authors*, it has been published over 100 million copies in print and in 54 languages worldwide besides, there are a lot of nominal groups in every sentence of this book, especially in English as the source language. However, many of us are still confused in differentiating the

word order in functional components of nominal groups of the English and Indonesian nominal groups. It is because the English and Indonesian functional components of nominal groups are not the same.

1.2   Statement of the Problems

1. What are the functional components of the nominal groups and their translations in the English and Indonesian version in *Chicken Soup to Inspire a Woman's Soul*?

2. What functional shifts happened in the translation of those nominal groups from English into Indonesian ?

3. What functional shifts mostly occurred in the translations of those nominal groups from English into Indonesian ?

1.3   Scope of the Study

Based on the problem, the scope of the study from this research is to find out the functional shift of nominal group translation in *Chicken Soup to Inspire a Woman's Soul* and to analyze the functional components of nominal groups the researcher uses the nominal groups theory proposed by Gerot and Wignell (1994:140-145) in order to show the clear structure of functional components of the English nominal groups and its translation.

1.4 Objectives of the Study

With regards to the problems of study, objectives of this study are :

1. The functional components of nominal groups found in the English and Indonesian version in *Chicken Soup to Inspire a Woman's Soul.*

2. The functional shifts happened in the translation of those nominal groups from English into Indonesian.

3. The functional shifts mostly occurred in the translations of those nominal groups from English into Indonesian.

1.5 Significances of the Study

Hopefully, the result of this study can be a contribution to:

1. Public readers, who are interested in translation study and curious to learn further about functional shift in translation study.

2. Public researchers, who are involved in translation and linguistic research and need references especially about functional shift in translation major.

3. The translators, to learn and get more knowledge of translation especially in the functional shift of nominal group.

1.6 Thesis Organization

This research is presented in five chapters with the following organization:

Chapter I is introduction that consists of background of the study, statement of the problems, scope of the study, objectives of the study and significances of the study.

Chapter II is review of related literature that consists of the words, the phrases, nominal groups, translation, translation process, equivalence in translation, shifts in translation, creative non-fiction book .

Chapter III is the research method that consists of research design, unit of analysis, source of data, technique of data collection and technique of data analysis.

Chapter IV is data analysis that consists of nominal groups are found in *Chicken Soup to Inspire a Woman's Soul*

Chapter V is conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURES

To do the research, some theories are needed as references of the study. The theories which are discussed in this study are: words, phrases, nominal groups, translation, translation process, equivalence in translation, shifts in translation, creative non-fiction book .

Those relevant theories are used to analyze and support this research in order to find out the functional shift of nominal group translation from the data.

2.1   Words

The Oxford Dictionary (2008:1695) defines "a word is a single unit of language which has meaning and can be spoken or written". Words can be grouped together into word classes. If we assign words to the same class we imply that they share a number of properties. Word class membership may be said to depend on at least two kinds of properties: morphological and syntactic.

The class to which a word belongs can be established on morphological grounds if the word in question has inflexional and derivational characteristics that are typical of that class. Thus words that belong to the class of verbs generally take the inflexional endings

-s, -ing and *- ed*. Typical inflectional endings for nouns are –s and 's. Typical endings of adjectives are the comparative and superlative endings *-er* and *–est.* Although these suffixes can also be added to some adverbs *(eg hard and fast)* they cannot be said to be the characteristic of the adverb class. The same three classes also contain many members that are derivationally identifiable. Thus words ending in *-ify* and *-ize* are verbs, words ending in *- ation, - ity,* and *-ness* are nouns and words that are formed by the suffixes *-able, - ish*, and *-less* are adjectives. Typical suffixes of the class of adverbs are , *- ward(s), - wise.*

Syntactic properties of word classes are reflected by the typical ways in which their members function in sentences and phrases. Thus verbs are typically associated with the sentence function predicator, nouns with the functions subject and object, adjectives with the functions subject attribute and object attribute and adverbs with the function adverbial. Moreover, on the lower level, adjectives play a characteristic role in the structure of noun phrases, adverbs in the structure of adjective and adverb phrases.

2.2   Phrases

The Oxford Dictionary (2008:1092) states "a phrase is a group of words without a finite verb, especially one that forms part of a sentence". The following phrases can be distinguished : *noun phrase (NP), adjective phrase (AP), adverb phrase (ADV P), verb phrase, and prepositional phrase*. Noun phrase is a phrase which has a noun as its most important constituent, adjective phrase is a phrase whose principal element is an adjective, etc. However, the factors which determine which of the words of a phrase constituents its principal part are not the same for all five phrase types. In three types, the noun phrase, the adjective phrase, and the adverb phrase, the dominant element is that which can replace the whole phrase without affecting the structure of the sentence, as in the examples below :

Full phrase:	*Replaceable by:*	*Types of phrase :*
1. We like *medieval music*	We like *music*	NP
2. *New books on linguistics* are very expensive	*Books* are very expensive	NP
3. John is *very worried* about his youngest son	John is *worried*	AP

4. He spoke *too hesitat-*   He spoke *hesitatingly*   ADV P

   ingly to be convincing

Following traditional nomenclature, we call the element that gives its name to a noun phrase, adjective phrase or adverb phrase, the head of the phrase. The other elements in the phrase stand, as the examples show, in a relation of dependency on, or subordination to the head.

The fourth type of phrase, the verb phrase, is also characterized by a relation of subordination holding between the less important elements and the dominant element in the phrase. It differs, however, from the three phrases discussed above in that the dominance of the essential element mainly derives from semantic considerations and is only indirectly based on cannot replace the whole phrase without causing serious harm to syntactic structure. Consider:

John *has been killed* by Bill- John *killed* Bill

It is clear that, although from a semantic point of view kill is the dominant member in the phrase *has been killed,* it cannot replace the entire phrase. Phrases like has been killed are called verb phrases since they are exclusively made up of verbs. This holds without exception for every verb phrase.

Prepositional phrases are different from noun, adjective, and adverb phrases, in that the element that gives its name to the phrase cannot be called its head since it cannot replace the whole phrase. Consider :

John darted *from the room*- John darted *from*

It is obvious that the prepositional phrase is also different from the verb phrase in that only one of its constituents is a preposition, whereas in a verb phrase all the constituents are verbs. The prepositional phrase differs from other phrase types in the relation holding between the prepositional and the other constituents of the phrase.

This relation is not one of subordination but one of government. in a prepositional phrase, the prepositional can be said to govern the other constituent of the phrase. In English this is only apparent when the preposition is followed by pronouns that show a distinction between subjective case and objective case. The preposition imposes the objective case on such pronouns:

Are you talking *to me ?*

Johan is coming *with us*

For whom did you buy it?

Based on the explanation above, there are five kinds of phrases, noun phrase, verb phrase, adjective phrase, adverb phrase, prepositional phrase. Besides Phrases in English has a group of words and, like everything else in grammar, relationships between and among words in the group are structured. They are nominal groups, verbal groups, adverbial groups, conjunction groups, and preposition groups. In this case the researcher only is going to explain about nominal groups, mainly because this theory is used to analyze and support this research in order to find out the functional shift of nominal group translation from the data.

2.3   Nominal Groups

Gerot and Wignell (1994 :140) defines "a nominal group is a group of words which has a noun (a word which names a person, place or thing) as its head word and includes all additional information related to that noun". And there are seven functional components of nominal groups. They are : *Thing (T), Deictic (D), Post-Deictic (PD), Numerative (N), Epithet (Epi), Classifier (C), Qualifier (Q).*

2.3.1 *Thing (T)*

The first of these is the noun itself, which in terms of its functional role in the structure is called the Thing. The thing is subject to further modification and specification. For example, we can specify *which thing?, how many things?, what qualities does this thing have?, what type of thing is it?,* we will illustrate this by building up a nominal group a step at a time and adding information at each new step.

A nominal group can consist of a Thing only. For example:

Snake
Thing

2.3.2 *Deictic (D)*

The next element we will add is called Deictic, which has the function of starting *which thing*. It specifies how the thing in question can be identified in relation to its context. For example, if someone says, *the snake*, context or to all snakes in the generic sense *(the snake is a reptile).* If someone says*, this snake,* he or she can be referring only to one close at hand. If it is present, Deictic occurs first in the Nominal Group.

There are a number of deictic functions but all involve degrees of specification. The Deictic can be either specific *(the)* or non-specific *(a or an).*

Specific:

Demonstrative : *the, this, that, those, these which(ever), what(ever).*

Possessive : *my, your, our, his, her, its, their, one's, Martin's, my sister's(etc), whose(ever), which person's(etc).*

For example : *the snake, these snakes, Eric's snake.*

We also find non-specific Deictics, which tell us whether all, none, or some unspecified sub-set of the thing is being identified.

Non- Specific Deictics : *each, every, both, all, neither(not either), no(not any), one, either, some, any, a, an.*

For example : *every snake, some snakes, a snake, no snakes.*

2.3.3 *Post-Deictic (PD)*

The Post-Deictic identifies a subset of the class of Thing by referring to its fame or familiarity, its status in the text, or similarity or dissimilarity to some other designated subset. Among the words most frequently occurring as Post-Deictic are :

Other, same, different, identical, complete, entire, whole, above, aforementioned, certain, customary, expected, famous, given, habitual, necessary, normal, notorious, obvious, odd, ordinary, original, particular, possible, probable, regular, respective, special, typical, usual, various, well-known.

Those	are	**the**	**identical**	**two**	**boys**
Thing		D	PD	N	T

Those	are	**the**	**two**	**identical**	**boys**
Thing		D	N	Epi	T

'the same boys as before'   'boys who are the same as each other'

My	**brothers**	are	**identical**	**twins**
D	Thing		Class	Thing

(as opposed to fraternal twins)

2.3.4 *Numerative (N)*

Where Deictic tells us *which one*, Numerative tells us *how many*. Numerative indicates some numerical of the subset: either quantity or order, either exact or inexact.

For example   :

Quantity   : *the two snakes, lots of snakes.*

Order   : *the second snake, a subsequent snake.*

2.3.5 *Epithet (Epi)*

This indicates some quality of the subset, which may be either *objective*, such as *old, big, small*, or it may be an expression of the speaker's attitude, such as being experiential have an interpersonal dimension. Attitudinal Epithets (subjective Epithets) tend to come before experiential (objective) ones; however, this is a tendency and not a rule. If we look at abuse, then we tend to find that the Attitudinal Epithets come first and build in intensity before we get to the experiential ones. So, for example:

You useless, hopeless, worthless, no good, little,…

However, if we go back to snakes we could find:

Those two loathsome, big snakes or those two big, loathsome snakes.

Attitudinal Epithets also tend to be marked by stress and intonation, and are often intensified by swear words. There is also, theoretically anyway, no restriction on the number of Epithets possible in a nominal group.

2.3.6 *Classifier (Class)*

The function of the classifier is to tell us *what type* or *what kind*. For example, we distinguish between types of snakes by their classifier: venomous or non-venomous snakes. It is often difficult to draw a line between what a Classifier and what is an Epithet. Some criteria are :

- A Classifier comes from a finite set of options. There are any number of qualities which can be assigned to something but a more limited range of types or sub-sets.

- A Classifier cannot be intensified. We can have a very big snake but we do not find a very non −venomous snake.

We have now covered the range of possible modification before Thing (premodification). This is shown in the following nominal group :

Those	other	two	big	loathsome	venomous	snakes
D	PD	N	Epi(exp)	Epi(att)	C	T

2.3.7 *Qualifier (Q)*

Qualifiers provide additional defining or circumstantial information about the Thing. A Qualifier is almost always a prepositional phrase or a relative clause, and is an example of embedding. For example :

a	snake	with rattles
D	Thing	Qualifier

or

a	snake	which has rattles
D	Thing	Qualifier

N.B. Embedded phrases are marked( ) and embedded clauses are marked ({ }).

2.4 Translation

Translation has become a fundamental study nowadays to deliver beneficial information from one language to another one. Transferring the understandable messages of source language for readers is the main purpose of the translation. Newmark (1988:5) states translation as "rendering the meaning of the text into another language in the way that the author intended the text". Therefore, the translation plays the important rule to access lots of information required by individuals, groups of people, or even the

government of the country. Translation is a communication process that involves the transfer of a message from a source language to a target language. There are several kinds of text. One of them is short story. The simplicity of short story eases for analyzing of translation, because it focuses on only one incident, has single plot, a single setting, a limited number of characters, and covers a short story period of time. There are many problems in translation based on Rudolf Nababan (1999: 54-60), first is different language system; in Bahasa there is no "to be", but we can found it in English. Second is semantic and stylistic complexity.

Semantic and stylistic complexity can be divided into three variants, there are: a) concrete things like sayur lodeh and ketupat are not found in English, b) abstract things like kaya it has different concepts from Source Language (SL) to Target Language (TL), and then c) literary works. Third, quality of SL texts; when the SL text is ambiguous, has wrong spelling and message disorder or ungrammatical, it may create a problem from the translator. Fourth is ecology, it deals with the nature. For example: *summer and winter are not equal to kemarau and hujan.* The last problems are about features of material culture like shower - pancuran and features of social culture like brother and sister. Widyamartaya

(1989:13) states that "a good translation should not be read as a translation, the translation should be read like a piece of original composition and must express the whole meaning of the original".

Larson (1984:6) mentions the characteristics of a good translation as follows:

1. Use the normal language forms of the receptor language.

2. Communicate to the receptor language speakers the same meaning that was understood by the speaker of the SL.

3. Maintain the dynamics of the original SL text. Based on those characteristics, a translator should transfer the meaning of SL in the natural form of TL, in order to produce a good translation. To produce a good translation, a translator also needs translation process.

2.5   Translation Process

During the translation process, a translator seeks to establish equivalence between a source text and a target language. This process can be expressed as interpreting the meaning of the original text and re-encoding this meaning in the target language. To extract the meaning of a text, the translator needs first recognize its component "translation units", that is to say, the section of text

to be processed as a cognitive unit. A translation unit could be a word, a phrase or even one or more sentences. Behind this evidently simple procedure there is a complex cognitive operation. To extract the complete meaning of the original text, the translator needs the equal in-depth knowledge to re-extract the meaning in the objective language. Actually, many sources maintain that the translator's knowledge of the objective language is more important, and requires being deeper, than his knowledge of the source language. For this reason, numerous translators translate into a language of which they are native speakers.

Using machines for the translation process is helpful but not recommended when you want accurate translations. There are some particular problems in the translation process: problems of ambiguity, problems that originate from structural and lexical differences between languages and multiword units like idioms and collocations. Another problem would be the grammar because there are several constructions of grammar poorly understood, in the sense that it isn't clear how they should be represented, or what rules should be used to describe them.

The words that are really hard to translate are frequently the small, common words, whose precise meaning depends heavily on

context. Besides, some words are untranslatable when one wishes to remain in the same grammatical category. The question of whether particular words are untranslatable is frequently debated. For example, it is not easy to translate a poetry because the translator needs to analyze the words and meaning and after the flow and rhythm (or rhyme). Process of translation which is introduced by Nida in Muchtar (2007:54) shows that translation, as a process, consists of three steps:

1. Analysis, in this step, translator analyze the source text from its language and how the structure of sentence or words.

2. Transfer, in this step, translator transfer the message from the first step into the target language. This process occurred in translator‟s mind, the translators are prosecuted to find out the equivalent word of source language in target language.

3. Reconstruction, translation adapted to produce the right form the original message as in the source language. Actually, from these processes of translation, it can be concluded that the process of translation begins from reading the text. Then understanding the context of the text, find the difficult word or terminology from the text, and get the meaning of it. At last, translate the text carefully so that the readers can understand it easily.

Beside using good method of translation, a translator should take a look on the other aspect that lead translation work to be a good one, and the closest one with the target language, such as equivalence.

2.6   Equivalence in Translation

Catford (1965:20) states that translation is "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". It means that equivalence is the important thing that must be achieved in translation process to produce a good translation. Larson (1984:57) suggests that "a translator will often find that there is no exact equivalent between the languages". There will be overlap in a translation product, and there is seldom a complete match between languages. When translating some words in SL into TL, sometimes translator finds it difficult to find the words in TL that have the same meaning with the words in SL. This happen because not every word in one language can be translated into another. As the way to solve it, translator must modify his translation by using another word in TL that equivalence with the words in SL so the reader of the translation in TL can understand more

what the original author want to tell. Translator has to have deep knowledge about both language, SL and TL, in order to find the equivalence words. It is important thing to do to make sure the message from original author in SL can be delivered and transferred correctly in the translation using TL. There are two types of equivalence based on Catford‟s model of equivalence (1965: 74):

1. Formal correspondence is any TL category (unit, class, element of structure, etc) which can be said to occupy as nearly as possible the "same" place in the "economy" of the TL as the given SL category occupies in the SL.

    For example: translating a noun by a noun:

    (SL) old man

    (TL) laki-laki tua

2. Textual equivalence is any TL text of portion of text which is observed on a particular occasion to be the equivalent of a given SL text or portion of text.

    For example: translating nominal by a verb:

    (SL) We had a very long talk.

    (TL) Kami berbicara lama sekali.

Beside equivalence is the important thing that must be achieved in translation process, shift in translation also must be used to produce a good translation.

2.7 Shifts in Translation

Catford (1965:28) defines 'shifts' as departures from formal correspondence in the process of going from the Source Language to the Target Language. There are two kinds of translation shifts:

2.7.1 Level Shift

This is a shift of level. By level shift, it is meant that a source language item at one linguistic level has a target language translation equivalent at a different level. As pointed by Catford, it may occur because the translation between these levels of phonology and graphology – or between these levels and the levels of phonology and graphology – or between these levels and the levels of grammar and lexis – is impossible. Translation between these levels is absolutely ruled out by the theory, which posits 'relationship to the same substance as the necessary condition of translation equivalence. Then, with shifts from grammar to lexis or vice versa as the only possible level shifts in translation; and such shifts are, of course, quite common.

For example:

Source Language	Target Language
She is eating	Dia sedang makan

In this translation, there is a shift from grammar to lexis in which the patterns to be +v-ing (grammar) in the source language text is translated into lexicon sedang in the target language text.

2.7.2 Category Shift

Catford refers it to the unbounded and rank-bound translation. The first being approximately 'normal' or 'free' translation in which SL-TL equivalences are set up at whatever rank is appropriate. Usually, but not always, there is sentence – sentence equivalent, but in the course of a text, equivalences may shift up and down the rank scale, often being established at rank lower than the sentence. Rank – bound translation is used only to refer to those special cases where equivalence is deliberately limited to ranks below the sentence, thus leading to 'bad translation' that is translation in which the TL text is either not a normal TL form at all, or is not relatable to the same situational substance as the SL text. However, it is clearly meaningless

to talk about category shift unless we assume some degree of formal correspondence between SL and TL.

i. Structure shift

This is among the most frequent category shifts at all ranks in translation: they occur in phonological and graphological translation as well as in total translation. For example:

Source Language	Target Language
Old man	Laki-laki tua

Old man in the source language text is constructed of modifier (old) + head (man), meanwhile in the target language it becomes laki − laki tua which is constructed of head (laki − laki) + modifier (tua).

ii. Class Shift

For this term, Catford is following Halliday's definition on class. Class is defined as that grouping of in the structure of the unit next above. Class shift occurs when the translation equivalent of a SL item is a member of a different class from the original item. Because of the logical dependence of class on structure, it is clear that structure shifts usually entails class shifts, though this may be demonstrable only at a secondary degree of delicacy. For example:

Source Language	Target Language
Medical student	Mahasiswa kedokteran

In this example, medical in the source language text is an adjective, meanwhile kedokteran in the target language text is a noun.

iii. Unit Shift

This kind of shift involves change in rank. It departs from formal correspondence in which the translation equivalent of a unit at one rank in the SL is the unit at a different rank in the TL. For example: a phrase into a clause.

Source Language	Target Language
The girl buying ice cream	Gadis yang membeli es krim

iv. Intra system shift

The terms intra-system shift is used for those case where the shift occurs internally, within a system; that is, for those cases where SL and TL posses systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system. For example:

Source Language	Target Language
Trousers	Celana

Trousers in the source language text is a plural form. It is translated into celana in the target language text in a singular form.

2.8   Creative Non-Fiction Book

Creative non-fiction books are one of the familiars in this country. Gutkind (1997:8) says, "creative non-fiction is a relatively recently recognized "genre" that involves writing from personal experience and/or reporting on other peoples' experiences". The best creative non-fiction work usually involves conducting a considerable amount of research, most often "in the field," involving oral history interviewing, participant observation, detective or sleuthing work, as well as jumping into new adventures. The range of possible topics is virtually unlimited, and this type of writing actually has a very long history. Creative nonfiction encompasses memoir writing, biography and autobiography, oral history, and inspired reportage on almost any subject. It involves writing about actual events in your own life and others' lives, conveying your message through the use of literary techniques such as characterization, plot, setting, dialogue, narrative and persona reflection.

In this case the researcher is using one of the series of *Chicken Soup for the Soul*, it is *Chicken Soup to Inspire a Women's Soul*. "what is exactly the meaning of *Chicken Soup for The Soul* ? The name *"Chicken Soup For The Soul"* was chosen for this series because of the use of chicken soup as a home remedy for the sick, and therefore it was *"good for the body."* The inspirational stories included in this series were meant to be *"good for the soul*."

(http://en.wikipedia.org/wiki/Chicken Soup for the Soul).

CHAPTER III

RESEARCH METHOD

In a research, a method is needed to get a valid result. The method used in this study was qualitative method. Qualitative approach is a research process and understanding based on research methodology of social phenomenon and human problems. "The principle of this approach is the research start on the problem likes why, how, what, where, and when about social phenomenon states in around" (Iskandar, 2009: 33).

In this chapter, the researcher explains the method, which is used in this study. This chapter discusses research design, unit of analysis, source of data, technique of data collection and technique of data analysis.

3.1   Research Design

In this thesis the researcher used in *Chicken Soup to Inspire a Woman's Soul.* Based on the analysis, the researcher used qualitative method and the approach is descriptive which aims focuses on the functional shift of nominal group translation in this creative non- fiction book. Isaac and Michael (1987:46) state "descriptive method has a purpose to describe systemically a situation or area of interest factually and accurately".

3.2   Unit of Analysis

The unit of analysis in this study is nominal groups in creative non-fiction book which contains 349 pages in English version and Indonesian version contains 401 pages which are found in *Chicken Soup to Inspire a Woman's Soul.*

3.3   Source of the Data

The source of data in this study is a book entitled *Chicken Soup to Inspire a Woman's Soul.* That book is available in two editions, English and Indonesian version. The version of English edition was written by Jack Canfield, Mark Victor Hansen and Stephanie Marston and published by Health Communications, Inc. 3201 S.W. 15th Street Deerfield Beach, FL 33442-8190 in 2004, meanwhile the Indonesian edition was translated by Nanny Budiman and published by PT Gramedia Pustaka Utama, Jakarta, 2012. The English version has 349 pages and The Indonesian version has 401 pages.

3.4   Techniques of Data Collection

The techniques of data collection that the researcher used in preparing the data related to the subject of this research was library study because the data were taken from *Chicken Soup to Inspire a Woman's Soul.* The followings were two steps of the data collection techniques:

1. Searching the data from *Chicken Soup to Inspire a Woman's Soul* in English version by Jack Canfield, Mark Victor Hansen and Stephanie Marston and Indonesian version by Nanny Budiman.

2. Choosing the data from *Chicken Soup to Inspire a Woman's Soul* in English version by Jack Canfield, Mark Victor Hansen and Stephanie Marston and Indonesian version by Nanny Budiman.

3.5   Techniques of Data Analysis

The researcher used descriptive qualitative method to analyze the data, because this research analyzed the functional shift of nominal group translation. The techniques of data analysis were:

1. Reading the source and target text carefully, to get nominal groups for analysis.

2. Identifying the nominal groups found in source text and compare with target text.

3. Analyzing the functional components of nominal groups based on Gerot and Wignell (1994:140-145) theory of source text into target text.

4. Drawing the conclusion of the functional shift of nominal group translation found in *Chicken Soup to Inspire a Woman's Soul* in translating nominal group of source text and its translation.

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CHAPTER IV

DATA ANALYSIS

This chapter discusses the data analysis. The result of the data analysis is used to answer the problem of the research. This research is to describe the functional shift of nominal group translation in *Chicken Soup to Inspire a Woman's Soul*, to analyze the functional components found in the English and Indonesian version in *Chicken Soup to Inspire a Woman's Soul,* and to find functional shifts mostly occurring in the translation of those nominal groups from English into Indonesian. The data are presented both in source language text and the target language text. Therefore, to analyze the functional components of nominal groups the researcher uses the nominal groups theory proposed by Gerot and Wignell (1994 :140) in order to show the clear structure of functional components of the English nominal groups and its translation. In this analysis there are symbol words. They are D for *Deictic*, PD for *Post Deictic,* N for *Numerative*, Epi for *Ephitet*, Epi(exp) for *Experiential Ephitet*, Epi(att) for *Attitudinal Ephitet,* C for *Classifier*, and Q for *Qualifier*. Firstly, the researcher make an analysis the functional components of the English nominal groups and its translation based on the nominal group theory by Gerot and Wignell (1994 :140). Here are all, the quantity of functional components found in *Chicken Soup to Inspire a Woman's Soul* can be seen on table 4.1 below:

Table 4.1: The functional components of the nominal groups found in

Chicken Soup to Inspire a Woman's Soul.

No.	Functional Components		Σ	%
	SL	TL		
1	Epi + T	T + Q	4	4.81 %
2	D + Epi + T	T + Q	31	37.34 %
3	D + Epi + T	D + T + Q	8	9.63 %
4	D + Epi + T + Q	T + Q	15	18.07 %
5	D + Epi + T + Q	T + Epi (exp)+Epi (att)	1	1.2 %
6	D + Epi + T + Q	T + C + Epi + Q	1	1.2 %
7	D + Epi + T + Q	T + Epi (att) + Q	1	1.2 %
8	D + Epi + T + Q	D + Epi (exp) + T + C	1	1.2 %
9	D + Epi + T + Q	D + Epi + T	1	1.2 %
10	D + Epi + T + Q	D + T + Q	1	1.2 %
11	D + Epi + C + T	D + T + C + Q	2	2.40 %
12	D + Epi + C + T	T + C + Q	2	2.40 %
13	D + Epi(exp) + Epi(exp) + T	T + Q	1	1.2 %
14	D + Epi(exp) + Epi(exp) + T	D + T + Q	1	1.2 %
15	D + T + Q	D + T + Q	1	1.2 %
16	D + T + Q	T + Epi + Q	1	1.2 %
17	Epi + C + T	T + C + Q	1	1.2 %
18	D + Epi + C + T + Q	T + C + Q	1	1.2 %
19	D + Epi (exp) +Epi (att) + T	T + Epi(att) + Q	1	1.2 %

20	D+ Epi(exp) + Epi(att)+C+T	D + T + C + Q	1	1.2 %
21	D +Epi(att)+Epi (exp) + C + T	D+T+C+ Epi(exp)+Q	1	1.2 %
22	D +Epi(att)+Epi(att)+Epi(att) + Epi (att) + Epi (att) + T	T + Q	1	1.2 %
23	D + PD + T + Q	T + Q	1	1.2 %
24	N + C + T + Q	D + T + C + Q	1	1.2 %
25	D + Epi + N + T	N + T + Q	1	1.2 %
26	Epi + C + T	T + C + Q	1	1.2 %
27	D + N + T	N + T + Q	1	1.2 %
Total			83	100 %

Secondly, the researcher makes a comparison the functional components of the English nominal groups and its translation, then looking at the nominal groups that have the functional shifts between the source language and target language based on the nominal group theory by Gerot and Wignell (1994 :140). Here are all the quantity of functional shifts of the nominal groups found in *Chicken Soup to Inspire a Woman's Soul* can be seen on table 4.2 below:

Table 4.2: The functional shifts of the nominal groups found in *Chicken Soup to Inspire a Woman's Soul.*

No.	Functional Shifts		Σ	%
	Source Language (SL)	Target Language (TL)		
1	Epi	Q	65	69.89 %
2	Epi (exp)	Q	5	5.38 %
3	Q	T	6	6.45 %
4	T	Q	3	3.22 %
5	T	D	2	2.15 %
6	Epi	T	1	1.07 %
7	Q	Epi (att)	2	2.15 %
8	Epi (att)	Q	4	4.30 %
9	Q	C	2	2.15 %
10	PD	Q	1	1.07 %
11	Q	Epi	1	1.07 %
12	N	D	1	1.07 %
Total			93	100 %

From the table above, it can be seen that the patterns of functional shifts of the nominal groups are found in *Chicken Soup to Inspire a Woman's Soul* are 65 (69.89 %) functional shifts of nominal groups from Epi to Q. It can be said that the functional shifts of nominal groups from Epi to Q has a highest frequency of

usage in *Chicken Soup to Inspire a Woman's Soul*. The next is the functional shifts of nominal groups from Q to T; there are 6 (6.45 %). Furthermore the researcher finds 5 (5.38 %) functional shifts of nominal groups from Epi(exp) to Q , it has the high frequency, because it reaches more than 5%. On the other hand, the functional shifts of nominal groups from T to Q, T to D, Epi to T, Q to Epi(att), Q to C, etc have the low frequency of usage, it happens because they reach the percentage less than 5%.

In the analysis, researcher gives some quotations of the functional shifts of nominal groups in the non-fiction book *Chicken Soup to Inspire a Woman's Soul* and the functional components of those nominal groups.

4.1 Functional shifts of nominal groups from Epi to Q

The researcher found 65 functional shifts of nominal groups from Epi to Q and it is a highest frequency of usage in *Chicken Soup to Inspire a Woman's Soul*. The researcher uses only five examples can be seen below:

Excerpt 1

SL	TL
I thought it was **a grand idea.** (page : 102, line 7)	Kupikir itu **ide yang luarbiasa.** (page : 111, line 8)

a	grand	idea	ide	yang luar biasa
D	Epi	T	T	Q

From the example above, it can be seen that the nominal group in the source language text *a grand idea* has the functional components D *(a)* + Epi *(grand)* + T *(idea).* Then the nominal group in the target language text *ide yang luar biasa* has the functional components T *(ide)* + Q *(yang luar biasa).* The translator uses *luar biasa* as the equivalence of the word *grand*, the translator translated this word literally, *luar biasa* is considered as the right equivalence to describe *ide* in target language. Therefore, the functional shift happens from Epi *(grand)* in the source language to Q *(yang luar biasa)* in the target language. In this case the *deictic (a)* from the source language is not translated, because though *(a)* in the source language can have the meaning of *sebuah* or *satu* in the target language, but in this translation it does not need to be translated. *Ide* in the target language is an uncountable noun which does not need to be completed by any *deictic* to make it clear and understood by the reader.

Excerpt 2

SL			TL		
Home is a shelter for the soul, a place where hope and memory collide **a sacred place.** (page : 100, line 34)			Rumah adalah tempat berlindung bagi jiwa, tempat harapan dan kenangan bertemu **sebuah tempat yang suci.** (page : 110, line 12)		
a	sacred	place	sebuah	tempat	yang suci
D	Epi	T	D	T	Q

By looking the example above, it can be seen that the nominal group in the source language text *a sacred place* has the functional components D *(a)* + Epi *(sacred)* + T *(place)* and the nominal group in the target language text *sebuah tempat yang suci* has the functional components D *(sebuah)* + T *(tempat)* + Q *(yang suci).* The word *sacred* is literally translated by the translator in target language into *suci* because this word is considered as the right equivalence in the target language. Therefore the functional shift happens from Epi *(sacred)* in the source language to Q *(yang suci)* in the target language. In this analysis the *deictic* (*a*) in the source language can have the meaning of *sebuah* or *satu* in the target language, the translator chose to translate the *deictic (a)*, because *tempat* in the target language is countable noun.

Excerpt 3

SL		TL	
While eye contact with **cute boys** in the hall could easily send us bumping into walls. (page : 118, line 7)		Ketika bertemu pandang dengan **anak-anak cowok yang tampan** nyaris membuat kita menabrak tembok. (page : 130, line 8)	
cute	boys	anak-anak cowok	yang tampan
Epi	T	T	Q

From the table above, the nominal group in the source language text cute boys has the functional components Epi *(cute)* + T *(boys).* Then the nominal group in target language text *anak-anak cowok yang tampan* has the functional components T *(anak-anak cowok)* + Q *(yang tampan).* The word cute in Indonesia means *mungil or manis*, but the translator chose the word *tampan* because this word is the right word to describe *anak-anak cowok* in the target language. So in this case, the functional shift occurs from Epi *(cute)* in the source language into Q *(yang tampan)* in the target language.

Excerpt 4

SL	TL
My father, a geophysicist, was offered **a lucrative job on the West Coast.** (page : 107, line 15).	Ayahku, seorang ahli geofisika, ditawari **pekerjaan yang menggiurkan di Pantai Barat.** (page : 116, line 19)

a	lucrative	job	on the West Coast	pekerjaan	yang menggiurkan di Pantai Barat
D	Epi	T	Q	T	Q

The nominal group in the source language text *a lucrative job on the West Coast* has the functional components D *(a)* and Epi *(lucrative)* and T *(job)* and Q *(on the West Coast)* meanwhile the nominal group in the target language text *pekerjaan yang mengiurkan di Pantai Barat* has the functional components T *(pekerjaan)* and Q *(yang menggiurkan di Pantai Barat).* The translator uses *menggiurkan* as the equivalence of the word *lucrative*, the translator translated this word literally, *menggiurkan* is considered as the right equivalence to describe *pekerjaan* in target language. That is why, the functional shift occurs from Epi *(lucrative)* in the source language text into Q *(yang menggiurkan di Pantai Barat)* in the target language text. Although the *deictic (a)* has the meaning of *satu* or *sebuah* or etc (depends on the noun follows it), the translator chose not to translate it, because the translation is already clear and understood enough by the reader without any translation of the *deictic (a).*

Excerpt 5

SL	TL
I am **a good mom**, loving and nurturing. (page : 128, line 1)	Aku **seorang ibu yang baik**, yang menyayangi dan melindungi. (page : 141, line

			3)		
a	good	mom	seorang	ibu	yang baik
D	Epi	T	D	T	Q

From the table above, the nominal group in the source language text *a good mom* has the functional components D *(a)* + Epi *(good)* + T *(mom)*, while the nominal group in the target language text *seorang ibu yang baik* has the functional components D *(seorang)* + T *(ibu)* + Q *(yang baik)*. The translator uses *baik* as the equivalence of the word *good*, the translator translated this word literally, *baik* is considered as the right equivalence to describe *ibu* in target language. So the functional shift happens from Epi *(good)* in source language to Q *(yang baik)* in the target language. In this analysis *deictic* (*a*) in the source language can have the meaning of *sebuah* or *seseorang* in the target language, the translator chose to translate the *deictic (a)*, because *ibu* in the target language is countable noun.

4.2 Functional shifts of nominal groups from Q to T

There are 6 functional shifts of nominal groups from Q to T and it is a high frequency of usage in *Chicken Soup to Inspire a Woman's Soul*. To see it in more details, the researcher states the analysis below:

Excerpt 6

SL				TL	
The sheer terror of the situation and the possibility that I might die.(page : 4, line 2)				**Situasi yang begitu menakutkan** dan kemungkinan menghilangkan nyawaku itu.(page : 5, line 6)	
the	sheer	terror	of the situation	situasi	yang begitu menakutkan
D	Epi	T	Q	T	Q

From the table above, the nominal group in the source language text *the sheer terror of the situation* has the functional components D *(the)* + Epi *(sheer)* + T *(terror)* + Q *(of the situation)*, while the nominal group in the target language text *situasi yang begitu menakutkan* has the functional components T *(situasi)* + Q *(yang begitu menakutkan)*. The word *situation* is literally translated by the translator in target language into *situasi* because this word is considered as the right equivalence in the target language. So the functional shift happens from Q *(of the situation)* in source language to T *(situasi)* in the target language. Although the *deictic (the)* has the meaning of *ini* or *itu*, the translator chose not to translate it, because the translation is already clear and understood enough by the reader without any translation of the *deictic (the)*.

Excerpt 7

SL			TL		
I crossed the finish line, passing **a group of wildly cheering people.** (page : 8, line 22)			Aku melampaui garis final, melewati **sekumpulan orang yang bersorak dengan gembira.** (page :11, line 6)		
a	group	of wildly cheering people	sekumpulan	orang	yang bersorak dengan gembira
D	T	Q	D	T	Q

By looking the example above, it can be seen that the nominal group in the source language text *a group of wildly cheering people* has the functional components D *(a)* + T *(group)* + Q *(of wildly cheering people)* and the nominal group in the target language text *sekumpulan orang yang bersorak dengan gembira* has the functional components D *(sekumpulan)* + T *(orang)* + Q *(yang bersorak dengan gembira).* In indonesian *people* means *orang*. Therefore the functional shift happens from Q (of wildly cheering people) in the source language to T *(orang)* in the target language. In this analysis *deictic* (*a*) in the source language can have the meaning of *sebuah* or *satu* in the target language, the translator chose to translate the *deictic (a)*, because *orang* in the target language is countable noun.

Excerpt 8

SL				TL		
I wanted to know everything **this new way of life** could teach me. (page : 35, line 3)				Aku ingin mengetahui segala sesuatu yang dapat diajarkan oleh **cara hidup yang baru ini.** (page : 38, line 29)		
this	new	way	of life	cara	hidup	yang baru ini
D	Epi	T	Q	Epi	T	Q

The nominal group in the source language text *this new way of life* has the functional components D *(this)* and Epi *(new)* and T *(way)* and Q *(of life)* meanwhile the nominal group in the target language text *cara hidup yang baru ini* has the functional components Epi *(cara)* and T *(hidup)* and Q *(yang baru ini)*. *Life* means *hidup* in Indonesian. That is why, the functional shift occurs from Q *(of life)* in the source language text into T *(hidup)* in the target language text.

Excerpt 9

SL	TL
There was **a tidy row of antique books**; I could read to my heart's content. (page : 37, line 33)	Ada **sederetan rapi buku-buku antik** yang dapat kubaca sampai puas. (page : 43, line 11)

a	tidy	row	of antique books	sederetan	rapi	buku-buku	antik
D	Epi	T	Q	D	Epi(exp)	T	C

From the table above, the nominal group in the source language text *a tidy row of antique books* has the functional components D *(a)* + Epi *(tidy)* + T *(row)* + Q *(of antique books)*, while the nominal group in the target language text *sederetan rapi buku-buku antik* has the functional components D *(sederetan)* + Epi(exp) *(rapi)* + T *(buku-buku)* + C *(antik).* In bahasa *books* means *buku-buku.* So the functional shift happens from Q *(of antique books)* in source language to T *(buku-buku)* in the target language. In this analysis *deictic* (*a)* in the source language can have the meaning of *sebuah* or *sederetan* in the target language, the translator chose to translate the *deictic (a)*, because *buku-buku* in the target language is countable noun.

Excerpt 10

SL				TL			
They had caught the Bronx cat burglar, because out came the first earring, a couple of other earrings, the white glove, the scarf, a pearl necklace, a couple of stick pins, **a small bottle of perfume**, various charms, and four rings. (page : 181, line 7)				Mereka telah menemukan pencuri dari Bronx di sekolah ini, karena dari sakuku muncullah anting-anting yang pertama, beberapa anting-anting lainnya, sarung tangan putih, scraf, kalung mutiara, beberapa jepit, **sebotol kecil parfum**, beberapa gelang jimat, dan empat cincin. (page : 204, line 13)			
a	small	bottle	of perfume	sebotol	kecil	parfum	
D	Epi	T	Q	D	Epi	T	

The nominal group in the source language text *a small bottle of perfume* has the functional components D *(a)* and Epi *(small)* and T *(bottle)* and Q *(of perfume)* meanwhile the nominal group in the target language text *sebotol kecil parfum* has the functional components D *(sebotol)* and Epi *(kecil)* and T *(parfum)* and Q. *Parfume* means *parfum* in Indonesian. That is why, the functional shift occurs from Q *(of perfume)* in the source language text into T *(parfum)* in the target language text. In this analysis *deictic (a)* in the source language can have the meaning of *sebuah* or *sebotol* in the target language, the translator chose to translate the *deictic (a)*, because *parfum* in the target language is countable noun.

4.3 Functional shifts of nominal groups from Epi(exp) to Q

There are 5 functional shifts of nominal groups from Epi(exp) to Q and it is a high frequency of usage in *Chicken Soup to Inspire a Woman's Soul*. To see it in more details, the researcher states the analysis below:

Excerpt 11

SL					TL	
I wanted to be part of a group that played not only drums, but also other instruments to give it **an unusual and interesting flavour.** (page : 28, line 15)					Aku ingin menjadi bagian dari grup yang tak hanya bermain drum, namun juga alat music lainnya agar dapat memberikan **selera yang menarik dan berbeda.** (page : 29, line 29)	
an	**unusual**	and	**interesting**	flavour	selera	yang menarik dan berbeda.
D	Epi(exp)		Epi(exp)	T	T	Q

The nominal group in the source language text *an unusual and interesting flavour* has the functional components D *(an)* and Epi(exp) *(unusual)* and Epi(exp) *(interesting)* and T *(flavour)* meanwhile the nominal group in the target language text *selera yang menarik dan berbeda* has the functional components and T *(selera)* and Q *(yang menarik dan berbeda). Interesting* means *menarik* in Indonesian. That is why, the functional shift occurs from Epi(exp) *(interesting)* in the source language text into Q *(yang menarik dan berbeda)* in the target language text. Although the *deictic (an)* has the meaning of *satu* or *sebuah* or etc (depends on the noun follows it), the translator chose not to translate it, because the translation is already clear and understood enough by the reader without any translation of the *deictic (an)*.

Excerpt 12

SL				TL	
I grew more upset as I thought about **my small, inaccurate paychecks.** (page : 46, line 19)				Aku merasa lebih marah lagi begitu mengigat **cek-cek pembayaranku yang kecil dan tak akurat.** (page : 54, line 6)	
my	small	inaccurate	paychecks	cek-cek pembayaranku	yang kecil dan tak akurat.
D	Epi(exp)	Epi (att)	T	T	Q

By looking the example above, it can be seen that the nominal group in the source language text *my small, inaccurate paychecks* has the functional components D *(my)* + Epi(exp) *(small)* + Epi(att) *(inaccurate)* + T *(pay checks)* and the nominal group in the target language text *cek-cek pembayaranku yang kecil dan tak akurat* has the functional components T *(cek-cek pembayaranku)* + Q *(yang kecil dan tak akurat)*. In indonesian *small* means *kecil*. Therefore the functional shift happens from Epi(exp) *(small)* in the source language to Q *(yang kecil dan tak akurat)* in the target language.

Excerpt 13

SL					TL			
Some pretty cute Costa Rican Guys were all giving me high-fives.(page: 4, line 34)					**Beberapa pria Costa Rica yang cukup tampan** saling menepukan telapak tangan mereka dengan telapak tanganku. (page: 6, line 9)			
some	pretty	cute	Costa Rican	Guys	beberapa	pria	Costa Rica	yang cukup tampan
D	Ep(exp)	Ep(att)	C	T	D	T	C	Q

By looking the example above, it can be seen that the nominal group in the source language text *some pretty cute Costa Rican guys* has the functional components D *(some)* + Epi(exp) *(pretty)* + Epi(att) *(cute)* + C (Costa Rican) + T *(guys)* and the nominal group in the target language text *beberapa pria Costa Rica yang cukup tampan* has the functional components D (beberapa) + T *(pria)* + C (Costa Rica) + Q *(yang cukup tampan)*. The word *pretty* in Indonesia means *mungil or*

cantik, but the translator chose the word *tampan* because this word is the right word to describe *pria* in the target language. Therefore the functional shift happens from Epi(exp) *(pretty)* in the source language to Q *(yang cukup tampan)* in the target language. In this analysis *deictic* (*some)* in the source language can have the meaning of *beberapa* in the target language, the translator chose to translate the *deictic (some)*, because *pria* in the target language is countable noun.

Excerpt 14

		SL				TL	
"I thought we had **a great sexual relationship**", he says. (page : 124, line 6)				"Kupikir kita mempunyai **hubungan seksual yang luar biasa**", katanya. (page : 137, line 14)			
a	great	sexual	relationship	hubungan	seksual	yang luar biasa	
D	Epi(exp)	Epi(att)	T	T	Epi(att)	Q	

From the table above, the nominal group in the source language text *a great sexual relationship* has the functional components D *(a)* + Epi(exp) *(great)* + Epi(att) *(sexual)* + T *(relationship)*, while the nominal group in the target language text *hubungan seksual yang luar biasa* has the functional components T *(hubungan)* + Epi(att) *(seksual)* + Q *(yang luar biasa).* In bahasa *great* means *luar biasa*. So the functional shift happens from Epi(exp) *(great)* in source language to Q *(yang luar*

biasa) in the target language. In this translation in which the *deictic (a)* is not translated in the target language. This is happened because though the in the source language can be translated into *sebuah* or *satu* in the target language, in this data, the *deictic* the does not needed to be added. It is already understood enough by the reader.

Excerpt 15

SL				TL		
Among the dilapidated buildings of Toronto's east waterfront was **a small vacant lot.** (page : 270, line 15)				Di antara bangunan-bangunan bobrok di tepi laut di sebelah timur Toronto ada **sebuah area yang kosong.** (page : 310, line 23)		
a	small	vacant	lot	sebuah	area	yang kosong
D	Epi(exp)	Epi(exp)	T	D	T	Q

From the table above, the nominal group in the source language text *a small vacant lot* has the functional components D *(a)* + Epi(exp) *(small)* + Epi(exp) *(vacant)* + T *(lot)*, while the nominal group in the target language text *sebuah area yang kosong* has the functional components D *(sebuah)* + T *(area)* + Q *(yang kosong).* In bahasa *vacant* means *kosong.* So the functional shift happens from Epi(exp) *(vacant)* in source language to Q *(yang kosong)* in the target language. In this analysis *deictic* (*a)* in the source language can have the meaning of *sebuah* or *satu* in the target language, the translator chose to translate the *deictic (a)*, because *area* in the target language is countable noun

4.4 Functional shifts of nominal groups from T to Q

There are 3 functional shifts of nominal groups from T to Q and it is a low frequency of usage in *Chicken Soup to Inspire a Woman's Soul*.

The researcher uses three examples can be seen below:

Excerpt 16

SL			TL		
My sixteen–year marriage had settled into a comfortable but dull routine, and **my two preteens** were requiring less and less my attention. (page : 296, line 22)			Pernikahanku selama enam belas tahun telah berjalan ke dalam rutinitas yang nyaman namun membosankan, dan **kedua anakku yang menjelang remaja** semakin sedikit membutuhkan perhatianku. (page : 334, line 30)		
my	two	preteens	kedua	anakku	yang menjelang remaja.
D	N	T	N	T	Q

From the example above, it can be seen that the nominal group in the source language text *my two preteens* has the functional components D *(my)* + N *(two)* + T *(preteens).* Then the nominal group in the target language text *kedua anakku yang menjelang remaja* has the functional components N *(kedua)* + T *(anakku)* + Q *(yang menjelang remaja).* In indonesian *preteens* means *menjelang remaja.* Therefore, the functional shift happens from T *(preteens)* in source language to Q *(yang menjelang remaja)* in target language.

Excerpt 17

SL				TL	
The sheer terror of the situation and the possibility that I might die.(page : 4, line 2)				**Situasi yang begitu menakutkan** dan kemungkinan menghilangkan nyawaku itu.(page : 5, line 6)	
the	sheer	terror	of the situation	situasi	yang begitu menakutkan
D	Epi	T	Q	T	Q

From the example above, it can be seen that the nominal group in the source language text *the sheer terror of the situation* has the functional components D *(the)* + Epi *(sheer)* + T *(terror).* Then the nominal group in the target language text *situasi yang begitu menakutkan* has the functional components T *(situasi)* + Q *(yang begitu menakutkan).* In indonesian *terror* means *menakutkan.* Therefore, the functional shift happens from T *(terror)* in source language to Q *(yang begiyu menakutkan)* in target language. Although the *deictic (the)* has the meaning of *ini* or *itu*, the translator chose not to translate it, because the translation is already clear and understood enough by the reader without any translation of the *deictic (the)*.

Excerpt 18

SL			TL	
Since I am **a sentimental seeker of reasons** and ways to celebrate; I am usually the one who engineers family events. (page : 196, line 3)			Sebagai **orang sentimental yang getol mencari alasan** dan cara merayakan sesuatu, akulah yang biasa menciptakan perayaan-perayaan dalam keluargaku. (page : 221, line 4)	
a	sentimental	seeker	of reasons	orang sentimental	yang getol mencari alasan.
D	Epi	T	Q	T	Q

By looking the example above, it can be seen that the nominal group in the source language text *a sentimental seeker of reasons* has the functional components D *(a)* + Epi *(sentimental)* + T *(seeker)* and the nominal group in the target language text *orang sentimental yang gentol mencari alasan* has the functional components T *(orang sentimental)* + Q *(yang gentol mencari alasan).* In indonesian *seeker* means *pencari*. Therefore the functional shift happens from T *(seeker)* in the source language to Q *(yang gentol mencari alasan)* in the target language.

4.5 Functional shifts of nominal groups from T to D

There are 2 functional shifts of nominal groups from T to D and it is a low frequency of usage in *Chicken Soup to Inspire a Woman's Soul*. The researcher uses two examples for the analysis. It can be seen below:

Excerpt 19

SL				TL		
They had caught the Bronx cat burglar, because out came the first earring, a couple of other earrings, the white glove, the scarf, a pearl necklace, a couple of stick pins, **a small bottle of perfume**, various charms, and four rings. (page : 181, line 7)				Mereka telah menemukan pencuri dari Bronx di sekolah ini, karena dari sakuku muncullah anting-anting yang pertama, beberapa anting-anting lainnya, sarung tangan putih, scraf, kalung mutiara, beberapa jepit, **sebotol kecil parfum**, beberapa gelang jimat, dan empat cincin. (page : 204, line 13)		
a	small	bottle	of perfume	sebotol	kecil	parfum
D	Epi	T	Q	D	Epi	T

The nominal group in the source language text *a small bottle of perfume* has the functional components D *(a)* and Epi *(small)* and T *(bottle)* and Q *(of perfume)* meanwhile the nominal group in the target language text *sebotol kecil parfum* has the functional components D *(sebotol)* and Epi *(kecil)* and T *(parfum)*. *Bottle* means *botol* in Indonesian. That is why, the functional shift occurs from T *(bottle)* in the source language text into D *(sebotol)* in the target language text. In this analysis *deictic* (*a*) in the source language can have the meaning of *sebuah* or *sebotol* in the target language, the translator chose to translate the *deictic (a)*, because *parfum* in the target language is countable noun.

Excerpt 20

SL			TL		
I crossed the finish line, passing **a group of wildly cheering people.** (page : 8, line 22)			Aku melampaui garis final, melewati **sekumpulan orang yang bersorak dengan gembira.** (page :11, line 6)		
a	group	of wildly cheering people	sekumpulan	orang	yang bersorak dengan gembira
D	T	Q	D	T	Q

By looking the example above, it can be seen that the nominal group in the source language text *a group of wildly cheering people* has the functional components D *(a)* + T *(group)* + Q *(of wildly cheering people)* and the nominal group in the target language text *sekumpulan orang yang bersorak dengan gembira* has the functional components D *(sekumpulan)* + T *(orang)* + Q *(yang bersorak dengan gembira).* In indonesian *group* means *kumpulan*. Therefore the functional shift happens from T *(group)* in the source language to D *(sekumpulan)* in the target language. In this analysis *deictic* (*a)* in the source language can have the meaning of *sebuah* or *satu* in the target language, the translator chose to translate the *deictic (a)*, because *orang* in the target language is countable noun.

4.6 Functional shifts of nominal groups from Epi to T

There is 1 functional shifts of nominal groups from Epi to T and it is a low frequency of usage in *Chicken Soup to Inspire a Woman's Soul*. Therefore, the researcher uses only one example for the analysis. It can be seen below:

Excerpt 21

	SL			TL	
	Since I am **a sentimental seeker of reasons** and ways to celebrate; I am usually the one who engineers family events. (page : 196, line 3)			Sebagai **orang sentimental yang getol mencari alasan** dan cara merayakan sesuatu, akulah yang biasa menciptakan perayaan-perayaan dalam keluargaku. (page : 221, line 4)	
a	sentimental	seeker	of reasons	orang sentimental	yang getol mencari alasan.
D	Epi	T	Q	T	Q

By looking the example above, it can be seen that the nominal group in the source language text *a sentimental seeker of reasons* has the functional components D *(a)* + Epi *(sentimental)* + T *(seeker)* and the nominal group in the target language text *orang sentimental yang gentol mencari alasan* has the functional components T *(orang sentimental)* + Q *(yang gentol mencari alasan).* In indonesian *sentimental* means *sentimental*. Therefore the functional shift happens from Epi *(sentimental)* in the source language to T *(orang sentimental)* in the target language.

4.7 Functional shifts of nominal groups from Q to Epi(att)

There are 2 functional shifts of nominal groups from Q to Epi(att) and it is a low frequency of usage in *Chicken Soup to Inspire a Woman's Soul*. Therefore the researcher uses only two examples for the analysis. It can be seen below:

Excerpt 22

SL				TL		
Somehow our marriage survived **this dramatic change of lifestyle.** (page : 34, line 27)				Entah bagaimana pernikahan kami berhasil bertahan melalui **perubahan gaya hidup yang dramatis ini.** (page : 38, line 17)		
this	dramatic	change	of lifestyle	perubahan	gaya hidup	yang dramatis ini
D	Epi	T	Q	T	Epi(att)	Q

The nominal group in the source language text *this dramatic change of lifestyle* has the functional components D *(this)* and Epi *(dramatic)* and T *(change)* and Q *(of lifestlye)* meanwhile the nominal group in the target language text *perubahan gaya hidup yang dramatis ini* has the functional components T *(perubahan)* and Epi(att) *(gaya hidup)* and Q *(yang dramatis ini). Lifestyle* means *gaya hidup* in Indonesian. That is why, the functional shift occurs from Q *(of lifestlye)* in the source language text into Epi(att) *(gaya hidup)* in the target language text.

Excerpt 23

SL				TL		
A long list of my anxieties melted as I glided forward (page : 8, line 12)				**Daftar panjang kekhawatiranku** mencair sebari aku meluncur maju (page : 10, line 24)		
a	long	list	of my anxieties	daftar	panjang	kekhawatiranku
D	Epi	T	Q	T	Ep(exp)	Ep(att)

The nominal group in the source language text *a long list of my anxieties* has the functional components D *(a)* and Epi *(long)* and T *(list)* and Q *(of my anxieties)* meanwhile the nominal group in the target language text *daftar panjang kekhawatiranku* has the functional components T *(daftar)* and Epi(exp) *(panjang)* and Epi(att) *(kekhawatiranku)*. *Anxieties* means *kekhawatiran* in Indonesian. That is why, the functional shift occurs from Q *(of my anxieties)* in the source language text into Epi(att) *(kekhawatiranku)* in the target language text.

4.8 Functional shifts of nominal groups from Epi(att) to Q

The researcher found 4 functional shifts of nominal groups from Epi(att) to Q and it is a low frequency of usage in *Chicken Soup to Inspire a Woman's Soul*. Therefore the researcher uses only three examples for the analysis. It can be seen below:

Excerpt 24

SL					TL			
Some pretty cute Costa Rican Guys were all giving me high-fives.(page: 4, line 34)					**Beberapa pria Costa Rica yang cukup tampan** saling menepukan telapak tangan mereka dengan telapak tanganku. (page: 6, line 9)			
some	pretty	cute	Costa Rican	Guys	beberapa	pria	Costa Rica	yang cukup tampan
D	Ep(exp)	Ep(att)	C	T	D	T	C	Q

By looking the example above, it can be seen that the nominal group in the source language text *some pretty cute Costa Rican guys* has the functional components D *(some)* + Epi(exp) *(pretty)* + Epi(att) *(cute)* + C (Costa Rican) + T *(guys)* and the nominal group in the target language text *beberapa pria Costa Rica yang cukup tampan* has the functional components D (beberapa) + T *(pria)* + C (Costa Rica) + Q *(yang cukup tampan).* In indonesian *cute* means *tampan*. Therefore the functional shift happens from Epi(att) *(cute)* in the source language to Q *(yang cukup tampan)* in the target language. In this analysis *deictic* (*some)* in the source language can have the meaning of *beberapa* in the target language, the translator chose to translate the *deictic (some)*, because *pria* in the target language is countable noun.

Excerpt 25

SL					TL				
I finally found **a cute little red vest.** (page : 103, line 18)					Akhirnya aku menemukan **sebuah jaket merah kecil yang lucu.** (page : 112, line 19)				
a	cute	little	red	vest	sebuah	jaket	merah	kecil	yang lucu
D	Epi(att)	Epi(exp)	C	T	D	T	C	Epi(exp)	Q

The nominal group in the source language text *a cute little red vest* has the functional components D *(a)* and Epi(att) *(cute)* and Epi(exp) *(little)* and C *(red)* and T *(vest)* meanwhile the nominal group in the target language text *sebuah jaket merah kecil yang lucu* has the functional components D *(sebuah)* and T *(jaket)* and C *(merah)* and Epi(exp) *(kecil)* and Q *(yang lucu). Cute* means *lucu* in Indonesian. That is why, the functional shift occurs from Epi(att) *(cute)* in the source language text into Q *(yang lucu)* in the target language text. In this analysis *deictic* (*a)* in the source language can have the meaning of *sebuah* or *satu* in the target language, the translator chose to translate the *deictic (a)*, because *jaket* in the target language is countable noun.

Excerpt 26

SL				TL	
I grew more upset as I thought about **my small, inaccurate paychecks.** (page : 46, line 19)				Aku merasa lebih marah lagi begitu mengigat **cek-cek pembayaranku yang kecil dan tak akurat.** (page : 54, line 6)	
my	small	inaccurate	paychecks	cek-cek pembayaranku	yang kecil dan tak akurat.
D	Epi(exp)	Epi (att)	T	T	Q

By looking the example above, it can be seen that the nominal group in the source language text *my small, inaccurate paychecks* has the functional components D *(my)* + Epi(exp) *(small)* + Epi(att) *(inaccurate)* + T *(pay checks)* and the nominal group in the target language text *cek-cek pembayaranku yang kecil dan tak akurat* has the functional components T *(cek-cek pembayaranku)* + Q *(yang kecil dan tak akurat).* In indonesian *inaccurate* means *tak akurat*. Therefore the functional shift happens from Epi(att) *(inaccurate)* in the source language to Q *(yang kecil dan tak akurat)* in the target language.

4.9 Functional shifts of nominal groups from Q to C

There are 2 functional shifts of nominal groups from Q to C and it is a low frequency of usage in *Chicken Soup to Inspire a Woman's Soul*. Therefore the researcher uses only two examples for the analysis. It can be seen below:

Excerpt 27

SL				TL			
There was **a tidy row of antique books**; I could read to my heart's content. (page : 37, line 33)				Ada **sederetan rapi buku-buku antik** yang dapat kubaca sampai puas. (page : 43, line 11)			
a	tidy	row	of antique books	sederetan	rapi	buku-buku	antik
D	Epi	T	Q	D	Epi(exp)	T	C

From the table above, the nominal group in the source language text *a tidy row of antique books* has the functional components D *(a)* + Epi *(tidy)* + T *(row)* + Q *(of antique books)*, while the nominal group in the target language text *sederetan rapi buku-buku antik* has the functional components D *(sederetan)* + Epi(exp) *(rapi)* + T *(buku-buku)* + C *(antik)*. In bahasa *antique* means *antik*. So the functional shift happens from Q *(of antique books)* in source language to C *(antik)* in the target language. In this analysis *deictic* (*a*) in the source language can have the meaning of *sebuah* or *sederetan* in the target language, the translator chose to translate the *deictic* *(a)*, because *buku-buku* in the target language is countable noun.

Excerpt 28

SL				TL			
I enter the room housing **my personal collection of framed treasures.** (page : 17, line 9)				Kumasuki ruangan tempat aku menyimpan **koleksi berbingkai pribadiku yang berharga.** (page : 18, line 8)			
my	personal	collection	of framed treasures	koleksi	berbingkai	pribadiku	yang berh arga
D	Epi	T	Q	T	C	Epi	Q

The nominal group in the source language text *my personal collection of framed treasures* has the functional components D *(my)* and Epi *(personal)* and T *(collection)* and Q *(of framed treasures)*. Meanwhile the nominal group in the target language text *koleksi berbingkai pribadiku yang berharga* has the functional components T *(koleksi)* and C *(berbingkai)* and Epi *(pribadiku)* and Q *(yang berharga)*. *Framed* means *berbingkai* in Indonesian. That is why, the functional shift occurs from Q *(of framed treasures)* in the source language text into C *(berbingkai)* in the target language text.

4.10 Functional shifts of nominal groups from PD to Q

There is 1 functional shift of nominal group from PD to Q and it is a low frequency of usage in *Chicken Soup to Inspire a Woman's Soul*. Therefore the researcher uses only one example for the analysis. It can be seen below:

Excerpt 29

SL				TL	
We would argue for our candidates- Jane usually taking **a different view from the rest of us.** (page : 78, line 5)				Kami bersilang pendapat mengenai kandidat kami-Jane biasanya mempunyai **pandangan yang berbeda dari kami bertiga.** (page : 89, line 1)	
a	different	view	from the rest of us	pandangan	yang berbeda dari kami bertiga
D	PD	T	Q	T	Q

By looking the example above, it can be seen that the nominal group in the source language text *a different view from the rest of us* has the functional components D *(a)* + PD *(different)* + T *(view)* + Q *(from the rest of us)* and the nominal group in the target language text *pandangan yang berbeda dari kami bertiga* has the functional components T *(pandangan)* + Q *(yang berbeda dari kami bertiga).* In indonesian *different* means *berbeda.* Therefore the functional shift happens from PD *(different)* in the source language to Q *(yang berbeda dari kami bertiga)* in the target language. Although the *deictic (a)* has the meaning of *satu* or *sebuah* or etc (depends on the noun follows it), the translator chose not to translate it, because the translation is already clear and understood enough by the reader without any translation of the *deictic (a).*

4.11 Functional shifts of nominal groups from Q to Epi

The researcher found 1 functional shift of nominal group from Q to Epi and it is a low frequency of usage in *Chicken Soup to Inspire a Woman's Soul*. Therefore the researcher uses only one example for the analysis. It can be seen below:

Excerpt 30

SL			TL		
Accordingly, I make **a list of gestures that will enhance and strengthen our relationship.** (page : 123, line 30)			Karenanya, aku membuat **daftar perilaku yang dapat meningkatkan dan mengokohkan hubungan kami.** (page : 137, line 2)		
a	list	of gestures that will enhance and strengthen our relationship	daftar	perilaku .	yang dapat meningkatkan dan mengokohkan hubungan kami
D	T	Q	T	Epi	Q

The nominal group in the source language text *a list of gestures that will enhance and strengthen our relationship* has the functional components D *(a)* and T *(list)* and Q *(of gestures that will enhance and strengthen our relationship*). Meanwhile the nominal group in the target language text *daftar perilaku yang dapat meningkatkan dan mengokohkan hubungan kami* has the functional components T *(daftar)* and Epi *(perilaku)* and Q *(yang dapat meningkatkan dan mengokohkan*

hubungan kami). gesture means *perilaku* in Indonesian. That is why, the functional

shift occurs from Q *(of gestures that will enhance and strengthen our relationship)* in

the source language text into Epi *(perilaku)* in the target language text. Although the

deictic (a) has the meaning of *satu* or *sebuah* or etc (depends on the noun follows

it), the translator chose not to translate it, because the translation is already clear and

understood enough by the reader without any translation of the *deictic (a)*.

4.12 Functional shifts of nominal groups from N to D

There is 1 functional shift of nominal group from N to D and it is a low

frequency of usage in *Chicken Soup to Inspire a Woman's Soul*. Therefore the

researcher uses only one example for the analysis. It can be seen below:

Excerpt 31

SL				TL			
I've finally realized I've been carrying more than **one airplane ticket in my purse** all these years. (page : 42, line 33)				Akhirnya aku sadar bahwa selama bertahun –tahun dalam hidupku, aku telah membawa lebih dari **sebuah tiket pesawat di dompetku.** (page : 49, line 15)			
one	airplane	ticket	in my purse	sebuah	tiket	pesawat	di dompetku
N	C	T	Q	D	T	C	Q

From the table above, the nominal group in the source language text *one airplane ticket in my purse* has the functional components N *(one)* + C *(airplane)* + T *(ticket)* + Q *(in my purse)*, while the nominal group in the target language text *sebuah tiket pesawat di dompetku* has the functional components D *(sebuah)* + T *(tiket)* + C *(pesawat)* + Q *(di dompetku)*. In bahasa *one* means *sebuah*. So the functional shift happens from N *(one)* in source language to D *(sebuah)* in the target language.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion is described based on the formulated research questions in the first chapter, whereas the suggestion is intended to give information to the next researchers who are interested in analyzing data using the same theory. After analyzing the research findings and discussing them, finally the researcher can draw the conclusion and also give suggestion to next researchers that hopefully will be useful. The explanation is as follows.

5.1 Conclusion

The conclusion of this research can be formulated based on the research questions in the previous chapter.

The researcher found 83 functional components of the nominal groups and their translations in the English and Indonesian version in *Chicken Soup to Inspire a Woman's Soul*, then the researcher make a comparison between the English functional components and its translation. The researcher found 93 functional shifts of the nominal groups happened in the translation of those nominal groups from English into Indonesian. That had been analyzed using the theory of nominal groups proposed by Gerot and Wignell (1994 :140). The conclusion can be stated as follows:

1. After the researcher make a comparison between the English functional components and its translation based on the nominal group theory by Gerot

and Wignell (1994 :140). The researcher found twelve kinds of functional shifts of the nominal groups occuring in the translation of *Chicken Soup to Inspire a Woman's Soul.* Those are: 65 (69.89%) Epi to Q, 5 (5.38%) Epi(exp) to Q, 6 (6.45 %) Q to T, 3 (3.22%) T to Q, 2 (2.15%) T to D, 1(1.07%) Epi to T, 2 (2.15%) Q to Epi(att), 4 (4.30%) Epi(att) to Q, 2 (2.15%) Q to C, 1 (1.07%) PD to Q, and 1 (1.07%) Q to Epi, 1(1.07%) N to D.

2. From the description above, the researcher can conclude that the functional shift of the nominal groups from Epi to Q is the most dominating functional shift that is used in *Chicken Soup to Inspire a Woman's Soul* with cases 65 (69.89 %). Therefore, the functional shift of the nominal groups from Epi to Q becomes the pattern of the functional shift of nominal group translation, that means when the word in the source language has the functional component as Epi, in the target language the functional component of this word often change to Q.

5.2 Suggestion

After completing the answers of the problems of the research of the functional shift of nominal group translation in *Chicken Soup to Inspire a Woman's Soul*, the researcher gives the following suggestions:

1. The next researcher should use other experts theory to analyze the data, because Gerot and Wignell (1994 :140) is just one of the experts of nominal group theory.

That is why, if the next researcher uses other experts theory, thus it could help the researcher find and analyze the other kinds of the functional shift of nominal groups.

2. To produce another great analysis of nominal group translation, the researcher hopes the next researchers can analyze the functional shift of nominal groups combined with other theory.

3. In written discourse we can find nominal groups, thus the next researcher could analyze functional shift of nominal groups using other data such as short story, advertisements, bible, song lyrics, etc.

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APPENDICES

Here are all the functional shifts of the nominal groups found in *Chicken Soup to Inspire a Woman's Soul*. List of appendix 1:

No	SL	TL	Functional Shifts	
			SL	TL
1	**Some pretty cute Costa Rican Guys** were all giving me high-fives.(page: 4, line 34)	**Beberapa pria Costa Rica yang cukup tampan** saling menepukan telapak tangan mereka dengan telapak tanganku. (page: 6, line 9)	Epi(exp)	Q
			Epi(att)	Q
2	**The sheer terror of the situation** and the possibility that I might die.(page : 4, line 2)	**Situasi yang begitu menakutkan** dan kemungkinan menghilangkan nyawaku itu.(page : 5, line 6)	T	Q
			Q	T
3	**The soothing sound of my wheels** rose up from the pavement. (page : 7, line 35)	**Suara yang menyejukan dari roda-roda sepatuku** mengema dari jalan. (page : 10, line 11)	Epi	Q
4	**A long list of my anxieties** melted as I glided forward (page : 8, line 12)	**Daftar panjang kekhawatiranku** mencair sebari aku meluncur maju (page : 10, line 24)	Q	Epi(att)
5	I crossed the finish line, passing **a group of wildly cheering people.** (page : 8, line 22)	Aku melampaui garis final, melewati **sekumpulan orang yang bersorak dengan gembira.** (page :11, line 6)	Q	T
			T	D
6	I enter the room housing **my personal collection of framed treasures.** (page : 17, line 9)	Kumasuki ruangan tempat aku menyimpan **koleksi berbingkai pribadiku yang berharga.** (page : 18, line 8)	Q	C
7	I thought it was **a grand idea.** (page : 102, line 7)	Kupikir itu **ide yang luarbiasa.** (page : 111, line 8)	Epi	Q

8	I had once skied on **a clear blue lake in Colorado.** (page : 103, line 2)	Aku pernah berski di **danau biru yang jernih di Colorado.** (page : 112, line 2)	Epi	Q
9	I wanted to be part of a group that played not only drums, but also other instruments to give it **an unusual and interesting flavour.** (page : 28, line 15)	Aku ingin menjadi bagian dari grup yang tak hanya bermain drum, namun juga alat music lainnya agar dapat memberikan **selera yang menarik dan berbeda.** (page : 29, line 29)	Epi(exp)	Q
10	I finally found **a cute little red vest.** (page : 103, line 18)	Akhirnya aku menemukan **sebuah jaket merah kecil yang lucu.** (page : 112, line 19)	Epi(att)	Q
11	I no longer cared whether or not I measured up to **the preconceived notions of others.** (page : 31, line 20)	Aku tak peduli lagi apakah aku memenuhi **persyaratan yang dianggap orang lain cukup atau tidak.** (page : 34, line 8)	Epi	Q
12	I pictured the ex-husbands, in their mid-fifties, riding **new red motorcycles.** (page 33, line 7)	Aku membayangkan para duda itu, diusia pertengahan lima puluh tahun, mengendarai **sepeda motor merah yang baru.** (page : 36, line 8)	Epi	Q
13	Somehow our marriage survived **this dramatic change of lifestyle.** (page : 34, line 27)	Entah bagaimana pernikahan kami berhasil bertahan melalui **perubahan gaya hidup yang dramatis ini.** (page : 38, line 17)	Epi	Q
			Q	Epi(att)
14	I wanted to know everything **this new way of life** could teach me. (page : 35, line 3)	Aku ingin mengetahui segala sesuatu yang dapat diajarkan oleh **cara hidup yang baru ini.** (page : 38, line 29)	Epi	Q
			Q	T
15	My father, a geophysicist, was offered **a lucrative job on the West Coast.** (page : 107, line 15).	Ayahku, seorang ahli geofisika, ditawari **pekerjaan yang menggiurkan di Pantai Barat.** (page : 116, line 19)	Epi	Q

16	There was **a tidy row of antique books**; I could read to my heart's content. (page : 37, line 33)	Ada **sederetan rapi buku-buku antik** yang dapat kubaca sampai puas. (page : 43, line 11)	Q	C
			Q	T
17	While eye contact with **cute boys** in the hall could easily send us bumping into walls. (page : 118, line 7)	Ketika bertemu pandang dengan **anak-anak cowok yang tampan** nyaris membuat kita menabrak tembok. (page : 130, line 8)	Epi	Q
18	Home is a shelter for the soul, a place where hope and memory collide **a sacred place.** (page : 100, line 34)	Rumah adalah tempat berlindung bagi jiwa, tempat harapan dan kenangan bertemu **sebuah tempat yang suci.** (page : 110, line 12)	Epi	Q
19	I've finally realized I've been carrying more than **one airplane ticket in my purse** all these years. (page : 42, line 33)	Akhirnya aku sadar bahwa selama bertahun –tahun dalam hidupku, aku telah membawa lebih dari **sebuah tiket pesawat di dompetku.** (page : 49, line 15)	N	D
20	One day, I mailed my demo to **a new production company.** (page : 44, line 17)	Suatu hari aku mengirimkan rekaman rekaman demo ke **sebuah perusahaan produksi yang baru.** (page : 51, line 20)	Epi	Q
21	I grew more upset as I thought about **my small, inaccurate paychecks.** (page : 46, line 19)	Aku merasa lebih marah lagi begitu mengigat **cek-cek pembayaranku yang kecil dan tak akurat.** (page : 54, line 6)	Epi(exp)	Q
			Epi(att)	Q
22	We enjoyed **this comfortable relationship for many years.** (page : 65, line 21)	Kami mengecap **persahabatan yang nyaman ini bertahun-tahun.** (page : 75, line 8)	Epi	Q
23	We searched for words that would do justice to **a brilliant, funny, kind, generous, irrelevant man** we had loved. (page : 68, line 30)	Kami mencari kata-kata yang bisa dengan tepat melukiskan **pria yang brilian, lucu, baik hati, dermawan, sekaligus kurang ajar** yang kami cintai. (page : 79, line 1)	Epi(att)	Q

24	We would argue for our candidates- Jane usually taking **a different view from the rest of us.** (page : 78, line 5)	Kami bersilang pendapat mengenai kandidat kami-Jane biasanya mempunyai **pandangan yang berbeda dari kami bertiga.** (page : 89, line 1)	PD	Q
25	With a deep breath, I pushed open the heavy door and stepped inside **my new two bedroom.** (page : 86, line 3)	Dengan nafas dalam kudorong daun pintunya yang berat dan kumasuki rumah **dua kamarku yang baru.** (page : 93, line 3)	Epi	Q
26	I decided I could sleep on the floor and sit in the lawn chairs until I found **the right pieces at the right prices.** (page : 86, line 19)	Aku memutuskan untuk tidur di lantai dan duduk di kursi taman hingga dapat menemukan **barang-barang yang tepat dengan harga yang cocok.** (page : 93, line 21)	Epi	Q
27	I decided I could sleep on the floor and sit in the lawn chairs until I found the right pieces at the right prices to turn this sterile dwelling into **a comfortable place.** (page : 86, line 20)	Aku memutuskan untuk tidur di lantai dan duduk di kursi taman hingga dapat menemukan barang-barang yang tepat dengan harga yang cocok untuk mengubah tempat tinggal yang kosong melompong ini menjadi **tempat yang nyaman.** (page : 94, line 2)	Epi	Q
28	**The fresh air** helped dilute the chemical smells in the apartment. (page : 87, line 19)	**Udara yang segar** membantu mengencerkan bau bahan kimia di dalam apartemen. (page : 94, line 25)	Epi	Q
29	Even without **the huge maple in front of the yard**, even without the hedgerow, it was still the same house and just seeing it gave me chills of sweet joy. (page : 109, line 15)	Bahkan tanpa **pohon *maple* yang besar dihalaman depan**, tanpa pagar tanaman; rumah itu tetap sama, dan dengan melihatnya saja memberikan sukacita yang luarbiasa bagiku. (page : 119, line 1)	Epi	Q

30	He smiles as if this observation should win him **a sensitivity award.** (page : 123, line 17)	Dia tersenyum seolah-olah pengamatannya ini seharusnya membuatnya dapat **penghargaan akan kepekaanya terhadapku.** (page : 136, line 21)	Epi	Q
31	**The handsome heroes** frequently have to suppress passionate groans. (page : 123, line 5)	**Para tokoh pria yang tampan** sering kali harus menahan lenguhan penuh gairah. (page : 136, line 5)	Epi	Q
32	"I thought we had **a great sexual relationship**, " he says. (page : 124, line 6)	"Kupikir kita mempunyai **hubungan seksual yang luar biasa**," katanya. (page : 137, line 14)	Epi(exp)	Q
33	Accordingly, I make **a list of gestures that will enhance and strengthen our relationship.** (page : 123, line 30)	Karenanya, aku membuat **daftar perilaku yang dapat meningkatkan dan mengokohkan hubungan kami.** (page : 137, line 2)	Q	Epi
34	My husband and I change our route and wind through **the Glorious Green Mountains of Vermont.** (page : 127, line 11)	Aku dan suamiku mengubah rute dan berbelok melalui **pegunungan Green yang indah di Vermont.** (page 140, line 13)	Epi	Q
35	If parents knew beforehand how delightful **an empty nest.** (page : 127, line 21)	Jika orang tua tahu sebelumnya bagaimana menyenangkannya **sarang yang kosong.** (page : 141, line 1)	Epi	Q
36	We spend the rest of the day hiking and sleep that night in **a charming bed.** (page : 127, line 13)	Kami menghabiskan sisa hari itu dengan mendaki, dan bermalam di **sebuah penginapan yang menawan.** (page : 140, line 14)	Epi	Q
37	I am **a good mom**, loving and nurturing. (page : 128, line 1)	Aku **seorang ibu yang baik**, yang menyayangi dan melindungi. (page : 141, line 3)	Epi	Q

38	We had **a good life** – long and happy. (page : 131, line 11)	Kami telah menjalani **hidup yang menyenangkan**- panjang dan bahagia. (page : 144, line 14)	Epi	Q
39	As our family grew, so did our need for **a bigger house.** (page : 134, line 26)	Ketika keluargaku bertambah besar, kami pun memerlukan **rumah yang lebih besar.** (page : 148, line 30)	Epi	Q
40	"What did you say ?" He asked quizzically, while holding in his right hand **a large black umbrella.** (page : 140, line 11)	"Kau bilang apa?" Dia bertanya binggung, seraya tangan kanannya memegang **sebuah payung hitam yang besar.** (page : 156, line 2)	Epi	Q
41	**This attractive man** was no more a terrorist than I was. (page : 140, line 15)	**Pria yang menarik ini** bukanlah teroris sebagaimana dugaanku. (page : 156, line 6)	Epi	Q
42	When we've stood in silent, **dark room** and watched a grand -child sleeping. (page : 151, line 4)	Ketika kami berdiri dikeheningan **kamar yang gelap** sambil memandangi sang cucu yang sedang terlelap. (page : 168, line 15)	Epi	Q
43	**My autistic daughter** had found a place she could shine and my heart sang out, " Thank you God .thank you."(page : 175, line 8)	**Putriku yang autis** telah menemukan tempat yang bisa menonjolkan kelebihannya dan hatiku bernyanyi, "Terimakasih Tuhan terimakasih." (page : 197, line 8)	Epi	Q
44	Before **my surprise pregnancy**, I'd anxiously contemplated what freedom awaited me when my children were finally grown. (page : 176, line 18)	Sebelum **kehamilanku yang mengejutkan** itu, aku sebenarnya tak sabar menganankan kebebasan apa saja yang menantiku bila anak-anakku akhirnya menjadi dewasa. (page : 198, line 18)	Epi	Q

45	Now, **a new baby** meant that the smell of ocean beaches in faraway lands must succumb to the pungent odor of ammonia-laden diapers. (page : 176, line 24)	Sekarang dengan adanya **bayi yang baru** lahir berarti udara segar di pantai-pantai nan jauh di sana berganti dengan sengat-sengat popok berbau pesing. (page : 198, line 32)	Epi	Q
46	Soothing sounds of music drifting overhead from eateries dotting the sandy strip where I lounge, watching the orange sun set over **the calm blue sea**-a fading fantasy. (page : 176, line 29)	Musik menenangkan mengalun dari tempat-tempat makan disepanjang pantai tempatku bersantai, menyaksikan mentari jingga terbenam dibalik **laut biru yang tenang**-hanyalah impian yang perlahan memudar. (page : 199, line 1)	Epi	Q
47	Soothing sounds of music drifting overhead from eateries dotting the sandy strip where I lounge, watching the orange sun set over the calm blue sea-**a fading fantasy.** (page : 176, line 29)	Musik menenangkan mengalun dari tempat-tempat makan disepanjang pantai tempatku bersantai, menyaksikan mentari jingga terbenam dibalik laut biru yang tenang-hanyalah **impian yang perlahan memudar.** (page : 199, line 1)	Epi	Q
48	That was **my new dream.** (page : 177, line 9)	Itulah **impianku yang baru.** (page : 199, line 17)	Epi	Q
49	They had caught the Bronx cat burglar, because out came the first earring, a couple of other earrings, the white glove, the scarf, a pearl necklace, a couple of stick pins, **a small bottle of perfume**, various charms, and four rings. (page : 181, line 7)	Mereka telah menemukan pencuri dari Bronx di sekolah ini, karena dari sakuku muncullah anting-anting yang pertama, beberapa anting-anting lainnya, sarung tangan putih, scraf, kalung mutiara, beberapa jepit, **sebotol kecil parfum**, beberapa gelang jimat, dan empat cincin. (page : 204, line 13)	Q	T
			T	D

50	It wasn't **a conscious decision on my part**, but I defied middle age by having children just moments before menopausal symptoms set in. (page : 182, line 15)	Memang ini bukanlah **keputusan yang secara sadar kuambil**, namun aku telah menentang kondisi paruh baya dengan melahirkan tak lama sebelum gejala menopauseku muncul. (page : 206, line 15)	Epi	Q
51	You try climbing inside one of those tunneled mazes at a fast food restaurant to retrieve **a stubborn child.** (page : 183, line 8)	Cobalah anda memanjat salah satu terowongan seluncur yang ada direstoran makan cepat saji dan masuk kedalamnya untuk membawa turun **seorang anak yang keras kepala.** (page : 207, line 8)	Epi	Q
52	Since I am **a sentimental seeker of reasons** and ways to celebrate; I am usually the one who engineers family events. (page : 196, line 3)	Sebagai **orang sentimental yang getol mencari alasan** dan cara merayakan sesuatu, akulah yang biasa menciptakan perayaan-perayaan dalam keluargaku. (page : 221, line 4)	T	Q
			Epi	T
53	So well, in fact, that she wanted **a new dress for Mother's Day.** (page : 200, line 2)	Bahkan sangat sehat, karena dia menginginkan **sebuah gaun yang baru untuk Hari Ibu.** (page : 228, line 4)	Epi	Q
54	Together we went to the mall to pick out **a pretty dress for Mother's Day.** (page : 201, line 8)	Berdua kami pergi ke mal untuk mencari **gaun yang cantik untuk Hari Ibu.** (page : 228, line 9)	Epi	Q
55	It would be helpful if I was up on all recent news events, and it would really be best if I had **a strong opinion about something**. (page : 204, line 14)	Akan sangat membantu bila aku mengikuti semua berita terkini, dan sebaliknya aku punya **opini yang kuat akan suatu hal.** (page : 232, line 18)	Epi	Q

56	Mark nodded his head and pointed toward **a deeper area of the dive park.** (page : 262, line 28)	Mark mengangguk dan menunjuk ke arah **area yang lebih dalam di taman laut.** (page : 302, line 12)	Epi	Q
57	I released my grip on two guides and brushed my hand across **the small sailboat**, wondering what had happened to sentence her to a watery grave. (page : 263, line 10)	Kulepaskan peganganku pada kedua pemanduku dan kusapukan tangan kebagian luar **perahu layar yang kecil** itu seraya bertanya-tanya apa gerangan yang memvonisnya hingga terkubur dalam air. (page : 302, line 30)	Epi	Q
58	I released my grip on two guides and brushed my hand across the small sailboat, wondering what had happened to sentence her to **a watery grave.** (page : 263, line 10)	Kulepaskan peganganku pada kedua pemanduku dan kusapukan tangan kebagian luar perahu layar yang kecil itu seraya bertanya-tanya apa gerangan yang memvonisnya hingga **terkubur dalam air.** (page : 302, line 30)	Epi	Q
59	I finally learned that there was in me **an invincible summer.** (page : 264, line 2)	Akhirnya aku sadar ada **musim panas yang tak tampak** dalam diriku. (page 304, line 3)	Epi	Q
60	At this stage of my life, I am ready for **a new challenge.** (page : 266, line 35)	Di tahap hidupku ini, aku siap menghadapi **tantangan yang baru.** (page : 307, line 19)	Epi	Q
61	Enjoy **this beautiful spring weather.** (page : 269, line 2)	Nikmati **udara musim semi yang indah ini.** (page : 309, line 2)	Epi	Q
62	For a teenager from the suburbs, this was **a wonderful gift of freedom.** (page : 269, line 4)	Bagi seorang remaja dari pinggiran kota, ini merupakan **hadiah kebebasan yang luar biasa.** (page : 309, line 3)	Epi	Q
			Q	T
63	He had met someone at a party who knew Janet and who confided **an amazing story.** (page : 269, line 7)	Dia bertemu dengan seorang yang mengenal Janet di sebuah pesta, dan mengutarakan **sebuah kisah yang sangat mengagumkan.** (page : 309, line 7)	Epi	Q

64	"Come down and help me heal **a sick nation**," he had said to her on the phone.(page : 269, line 13)	"Kemarilah dan bantu saya memulihkan **bangsa yang sakit**," kata Dr. King padanya di telepon. (page : 309, line 14)	Epi	Q
65	A radio producer from Toronto could have been offered such **a powerful position.** (page : 269, line 26)	Seorang produser radio Toronto bisa ditawarkan **posisi yang demikian tinggi.** (page : 309, line 29)	Epi	Q
66	Among the dilapidated buildings of Toronto's east waterfront was **a small vacant lot.** (page : 270, line 15)	Di antara bangunan-bangunan bobrok di tepi laut di sebelah timur Toronto ada **sebuah area yang kosong.** (page : 310, line 23)	Epi(exp)	Q
67	The ability to find beauty in the mundane is **an incredible gift** because it means that beauty is always abundant. (page : 270, line 35)	Kemampuan untuk menemukan keindahan dalam hal-hal yang menjemukan adalah **sebuah anugerah yang luar biasa**, karena itu berarti keindahan selalu berlimpah. (page : 311, line 14)	Epi	Q
68	The cream of enjoyment in this life is always impromptu. The chance walk; the unexpected visit; **the unpremeditated journey**; the unsought conversation or acquaintance. (page : 271, line 3)	Kenikmatan terbaik dalam hidup ini selalu tanpa persiapan. Kesempatan yang terlintas; lawatan yang tak terduga; **perjalanan yang tak terencana**; percakapan atau kenalan yang tak dicari. (page : 312, line 3)	Epi	Q
69	The cream of enjoyment in this life is always impromptu. The chance walk; **the unexpected visit**; the unpremeditated journey; the unsought conversation or acquaintance. (page : 271, line 3)	Kenikmatan terbaik dalam hidup ini selalu tanpa persiapan. Kesempatan yang terlintas; **lawatan yang tak terduga**; perjalanan yang tak terencana; percakapan atau kenalan yang tak dicari. (page : 312, line 3)	Epi	Q

70	My parent's health needs changed in often and **unpredictable ways**, so it was impossible to really plan for the future. (page : 272, line 8)	Kebutuhan kesehatan orangtuaku dapat berubah mendadak dan dengan **cara yang tak dapat diramalkan**, karenanya tak mungkin kami sunguh-sunguh merencanakan untuk masa yang akan datang. (page : 313, line 9)	Epi	Q
71	I jogged down **the quiet street** and up the next block, a long, winding street with many large, beautifully landscaped homes. (page : 272, line 26)	Aku berlari kecil di **jalan yang masih sepi** hingga ke jalan berkelok dan panjang, yang tepinya dihiasi rumah-rumah yang besar dengan taman-taman indahnya. (page : 313, line 27)	Epi	Q
72	My footsteps were the only sound, slapping on **the damp pavement** as I jogged down the road. (page : 273, line 2)	Hanya langkah kakiku yang terdengar berderap diatas **trotoar yang lembab** selagi aku berlari di jalan itu. (page : 314, line 10)	Epi	Q
73	Celebrating sixty years of marriage is, of course, **an amazing achievement.** (page : 274, line 30)	Tentu saja merayakan enam puluh tahun pernikahan merupakan **sebuah prestasi yang luar biasa.** (page : 316, line 14)	Epi	Q
74	He's **a retired minister.** (page : 278, line 31)	Dia **seorang pendeta yang telah pensiun.** (page : 321 line 15)	Epi	Q
75	Finding the pencil bag surprised me because **my youngest child**, the one who went through pencil bags as though they were made a tissue paper, is now thirty-one. (page : 283, line 6)	Menemukan tempat pencil itu cukup mengejutkanku, karena **anakku yang bungsu**, yang mengunakan tempat pensil seolah-olah benda itu terbuat dari kertas tisu, kini telah berusia 31 tahun. (page : 326, line 10)	Epi	Q
76	Clearly, part of me desires to have **the perfect body** while another part wishes it weren't so important. (page : 293, line 4)	Jelas, sebagian dari diriku ingin mempunyai **tubuh yang sempurna**, namun sebagian lainnya menggap hal itu tak terlalu penting. (page : 330, line 5)	Epi	Q
77	I realized then that striving	Saat itu aku sadar bahwa berusaha	Epi	Q

	for the perfect body is **a superficial pursuit.** (page : 293, line 12)	keras mempunyai tubuh yang sempurna setidaknya adalah **usaha yang dangkal.** (page : 330, line 14)		
78	I have decided to focus on these pursuits rather than the futile quest for **a better body.** (page : 293, line 24)	Aku telah memutuskan untuk memusatkan perhatian pada semua usaha ini ketimbang pencarian sia-sia demi **tubuh yang lebih baik.** (page : 330, line 29)	Epi	Q
79	My sixteen –year marriage had settled into a comfortable but dull routine, and **my two preteens** were requiring less and less my attention. (page : 296, line 22)	Pernikahanku selama enam belas tahun telah berjalan ke dalam rutinitas yang nyaman namun membosankan, dan **kedua anakku yang menjelang remaja** semakin sedikit membutuhkan perhatianku. (page : 334, line 30)	T	Q
80	I could see the boulders and trees below were **my inevitable destination.** (page : 297, line 31)	Kulihat batu-batu besar dan pohon-pohon di bawah adalah **tujuan yang tak terelakkan.** (page : 336, line 22)	Epi	Q
81	But the steep hillside was slippery with fallen leaves and **loose dirt.** (page : 297, line 23)	Namun, lereng yang curam itu licin karena daun-daun basah yang berguguran dan **tanah yang gembur.** (page : 336, line 11)	Epi	Q
82	**My recent fearlessness** apparently left in the dirt along with layers of skin from my hands and knees. (page : 298, line 6)	**Keberanianku yang baru** rupanya tertinggal di tanah bersama dengan lapisan kulit tangan dan lututku. (page : 337, line 30)	Epi	Q
83	It wasn't as if she hadn't hide side rolls and **a tummy bugle.** (page : 301, line 18)	Bukan karena tidak punya kelebihan lemak di pingang atau **tonjolan di perutnya.** (page : 340, line 23)	Epi	Q