

International Journal of English Language & Translation Studies

ISSN: 2308-5460



The Impact of Coherence Shift on the Acceptance of Translation of the Textbook 'Principles of Language Learning and Teaching'

[PP: 121-129]

Kammer Tuahman Sipayung
Prof. Dr. Syahron Lubis
Dr. Eddy Setia
Dr. Roswita Silalahi

Department of Linguistics, Faculty of Cultural Sciences
University of Sumatera Utara
Medan, **Indonesia**

ABSTRACT

Coherence shift as strategy in translating the unknown concept on target culture have an impact on various level. The objectives of this study was to figure out (1) the dominant level of coherence shift found in the translation [English – Indonesian] in the textbook 'Principle of Language Learning and Teaching' (PLLT); (2) the dominant category changes in coherence shift type and (3) the impact of reader-focused and text-focused coherence shift on the translation acceptance. The researchers used the descriptive-qualitative method with embedded case study. Purposive sampling was used to collect the data. Two types of data were used in the study. First included the translated text exemplifying coherence shift in the form of words, phrases and clauses. The second included affective data from inter-raters-reliability. They were asked to fill the questionnaire following which an in-depth interview was conducted. The results revealed that (1) the dominant coherence shift in *Principle of Language Learning and Teaching* textbook was reader-focused: 88.84% shifts. The least was text-focused coherence shift: 11.15% shifts. (2) Category of phrases becoming phrases was dominant in both types of coherence shifts. Reader-focused coherence shift had a positive impact on translation acceptability, while text-focused had a negative impact on the translation. It is concluded that reader-focused, with the changes from phrase to phrase, is better strategy to attain better translation of the *Principle of Language Learning and Teaching* textbook.

Keywords: Acceptance, Coherence Shift, Translation, Reader-Focused, Text-Focused

ARTICLE	The paper received on	Reviewed on	Accepted after revisions on
INFO	23/06/2018	24/07/2018	30/09/2018

Suggested citation:

Sipayung, K., Lubis, S., Setia, E. & Silalahi, R. (2018). The Impact of Coherence Shift on the Acceptance of Translation of the Textbook 'Principles of Language Learning and Teaching'. *International Journal of English Language & Translation Studies*, 6(3), 121-129

1. Introduction

This study deals with the impact of coherence shift (loss or change in potential meaning) on the translation acceptance as the translation quality found in *Principles of Languages and Teaching* from English into Indonesian *Prinsip Pengajaran dan Pembelajaran Bahasa* textbook. In this respect, Shaki (2016, p. 360) states that there has not been much comprehensive research exploring the relationship between translators' competence and their personality. It means that translation quality is a provocative issue and needs to be discussed through research activities. Translator's mandate in applying coherence shift as a strategy to solve non-existence (untranslatable) concept on ST and TT seems have an effect on the translation acceptance. The translation which sounds natural on technical term and based on target norm will enlarge the knowledge well. The

vice versa will lead to the wrong concept of knowledge in certain field. As a pedagogic warning, lack of acceptance of translation is the mirror to teaching English for Foreign Language (TEFL) in whole aspects. Nababan (2012, p. 41) states that, most of the Indonesians complain about the translated textbooks, which have been published with lack of translation quality, especially from English into Indonesian. It means that translators lack competence in transferring natural equivalence, which is close to the target reader. In this respect, this study will help the translators to make better decision on coherence shift, so that the target text is categorized as accepted in target culture.

In this study, researchers chose the *Principle of Language Learning and Teaching* textbook as the object of investigation as it is widely used in language teaching particularly for the teaching of



philosophy of TEFL. Mistranslation in coherence shift leads to the inadequate translation. It seems that text-focused coherence shift influences the lack of acceptable of translation quality aspect. To this end, researchers used the theory of Larson (1998) about the unshared translation to detect coherence shift and Blum-Kulka (2004) to classify the type of coherence shift. In order to measure the translation acceptable, researchers used the concept of Nababan (2012). The aim of this research is to offer workable translation so that new revision may be suggested for more remedial of translation. Finally, most users like university students will get better meaning to interpret the target text.

2 Literature Review

2.1 Coherence Shift

Shift is a universal strategy which is used by the translators to solve issue of non-equivalences in translation. The non-equivalence concept is an unavoidable and easy to find in every translated text especially in *Principle of Language Learning and Teaching* textbook. The concept of shift in this study implies coherence shift which can be divided into two- namely reader-focused and text-focused coherence shift. According to Van Dijk (1983, p.93) the notion of coherence is not-well defined therefore, it requires explication. Blum-Kulka (2004, p.304) states that coherence is the realization(s) of the text's meaning potential and there are possibilities that text may change or lose their potential meaning through translation. Here, the translators' task is to achieve well translated text so that the source meaning of potential text can be rendered to the target reader. Van den Broek and Gustafson (1997) state that the attainment of the desired level of coherence is not straightforward as one would desire; it is determined by intra- and inter-individual differences. Knowing meaning of ST is not enough to transfer language; translators need to consider non-linguistic aspects to the reader to meet the acceptance of the translation.

Larson in Julita (2013, p.6) asserts that coherence shift is shift that occur when the meaning of SL is not shared in TL culture. In addition to the concept of coherence shift, Brata (2007, p.37) concludes that, coherence shift is an adjustment of SL unknown concept into known TL concept by making overt the covert discursal potential meaning relationship among parts of the text through process of interpretation. Blum-Kulka

(2004) divides the coherence shift into two types namely: a) reader – focused shift of coherence, b) text-focused shift of coherence. Further she states that reader-based shift role is to foresee the possibilities of “damage” to the interpretation in TL and to apply means to minimize them while in text-based shift, the translator is in the position of the physician administering treatment.

The unknown lexical equivalent concept in TT can be solved by coherence shift strategy in translation. Larson (1998, p.131) divides the correspondence of the form and its function into four possibilities: a). A thing or event in one language and culture may have the same form and the same function in another language, b). The form may be the same but the function may be different, c) The same form does not occur, but another thing or event with the same function does occur, d) There may not be correspondence of form and function at all. It means that there are four possibilities as above categorized in coherence shift, which can clarify whether it is reader or text focused. On the other hand, the solution of coherence shift is promoted by the research finding of Naoum. Naoum (2011, p.32) concludes three strategies to keep the original meaning 1) Restructuring the ST in the target language by relying on his world knowledge (evoked by the lexical and structural elements of the text) and his own experience. 2) Resorting to stylistic preferences. 3) Explicating the semantic information but not at the expense of the ST form to which the translator wants to be as faithful as possible. In addition, he states that translator need to identify the references to build the translators perspective. This mindset will help translators to improve the competence on interpretation and manage the coherence in translation.

Several researchers have reported the current review on coherence shift. Al-Kharabsheh and Hamadeh (2017, p.100) report three major problems pertinent to translating English discourse markers (DMs) into Arabic due to coherence shift: (a) mistranslating explicit SL DMs, (b) no translation is given for implicit SL DMs, and (c) no translation is given for explicit SL DMs. Based on the findings above, Kharabsheh and Hamadeh indicate the weakness of translator in translating DMs. In addition to that, Anjani, Setianingsih, Krisnawati (2017, p.28) reveal out that coherence shift make the translation become

loss of meaning, addition and ambiguity of information due to cultural differences and non-equivalences concept between source and target text. These findings have indication whether target text is affected in translation acceptability. In line to that, Investigation into text-focused vs reader-focused was done by Kragulj. Kragulj (2014, p.87) reports that the text-focused translation requires introducing shifts, which contribute to the coherence of the text and to achieve the reader-focused translation, the translator introduces shifts that go beyond the surface of linguistic meaning and function of a term. It means that in translation activities, reader-focused can be achieved through the introduction of text-focused. It is supported by Naoum (2011, p.22) who reveals that text becomes coherent for the translator when he skillfully manipulates/shares the relevant cognitive knowledge structure to infer the meaning of the text. While on the translation acceptability, Sipayung (2018 and 2017) states that unit shift influences the lack of accuracy of translation level at bilingual history textbook but on physics the impact of unit shift is categorized good: 2,63 in the range of 1-3.

However, Blum-Kulka (2004) states that coherence shift is the possibility in text through which there may be change or loss of their potential meaning through translation. In addition to the findings of Al-Kharabsheh and Hamadeh (2017), Anjani, Setianingsih, Krisnawati (2017) and Brata (2008, p.47) which state that coherence shift is an adjustment of an unknown meaning concept of a covert discursal potential meaning relationship among parts of a text made overt by the translator through process of interpretation to the appropriation of meaning for the intended reader. It means that not only competence in source and target languages is important but also translators' competence in source and target culture.

2.2 Translation Acceptance

The second aspect of translation quality based on Nababan's concept is acceptability. A target text can be categorized as high level of acceptance if a translator translates the text based on readers' norm, culture, pattern, setting and tradition. Even though target text is categorized accurate but lack on target norm, culture, setting and tradition affect to the translation acceptance. For example, in western culture, a grandchild is allowed to greet his grandfather, by saying *How are*

you, John. It is clear that he call by mentioning the name of his grandfather. It is accepted in western culture, while dominantly in eastern culture it is not acceptable. Nababan *et.al* (2012) have formulated a certain criteria to measure the aspect of translation acceptability. The concept is modified by the researchers and used in this study. The instrument can be seen in the following table:

Table 1: The Instrument of Translation Acceptable Assessment

Score	Qualitative Parameter	Translation Category
3	Translation sounds natural / accepted; technical term is usual in TT even though shift of cohesion and coherence occur in translation text at the level of words, phrases and clauses. TT is translated based on the target norm, pattern, setting and tradition	acceptable
2	Generally, TT sounds natural but there is a misuse of technical term. The misuse is caused by the shift in cohesion and coherence which occur in target norm, pattern, setting and tradition which are little bit incorrect.	Lack of acceptable
1	Target text is not natural because of cohesion and coherence shift.	Not acceptable

Language pattern is one of the acceptable aspects in translation. Scientific text has a pattern. It means that scientific text will use scientific words. So, scientific words must be translated based on scientific language patterns. Target reader will be confused to interpret the meaning when a translator translates a technical term into informal language. As an impact of this phenomenon, target text cannot be accepted if the translation is oriented in the source pattern. To make the text sound natural, translator needs to read more reference on source and target culture. Adequate competence in both cultures and languages produce the acceptable translation. A qualified translator needs to consider target norm, culture, and tradition before translating with same equivalences. For example, in medical, a term or a word *vagina* can be found. Though the term has the equivalent word in java, a translator will avoid using it due to politeness consideration in the TL.

3. Methodology

3.1 Research Design and the Data

In order to achieve the research aims, this study used qualitative descriptive method with embedded case study research. The main aim of the study is limited to the product of translation. To achieve the study objectives, researchers used purposive sampling of pairs of texts with coherence shift. Coherence shift in this study can be

divided into two types: text-focused and reader-focused. To this end, data in this study consisted of 260 pairs of translated texts with coherence shifts. The study has described a) The dominant types of coherence shift based on the theory of Blum-Kulka (2004) and supported by Larson (1998) and b) the impact of reader-focused and text-focused coherence shift on the translation acceptance. Translation acceptable in this study is based on the concept of Nababan (2012) which is modified by the researchers.

The data of this research can be divided into two types: objective data and the affective data. The objective data are from the *Principle of Language Learning and Teaching* textbook which exemplify the coherence shift: reader-focused and text-focused. These data were in the form of words, phrases and clauses. The affective data were from *inter-raters-reliability* of translation acceptability. Nababan *et.al* (2012, p.50) recommend the number of each rater for each aspects of translation quality: accuracy, acceptability and readability. In addition Nababan *et.al* state that acceptable rater should fulfill the following rules:

- Master in standard Indonesian grammar,
- Master in the field of target text,
- Familiar in field of target text terms which will be rated.

Based on these recommendations, researchers chose three raters with different background knowledge. The first rater was lecturer (female, 42 years old) from Indonesian teacher training (FKIP) at Indonesian department who taught error analysis of Indonesia. The second was lecturer (female, 37 years old) from cultural science at linguistic department. The last was lecturer (male, 34 years old) who taught philosophy of TEFL and was familiar with language teaching terms. Finally, researchers asked them to fill-in the closed questionnaire and conducted an indepth interview about translation acceptability.

Researchers explored the translation of text with coherence shift examples by verifying the principle of tampering in source text. The analysis involved the identification of the same meaning pair in the languages. On the other hand, pair of text which exemplified coherence shift in the selected translation were compared and contrasted on lexical and grammatical devices.

3.2 Data Collection Procedures

The objective data were collected with documentary method. Researchers read the whole original and target texts. After finishing reading, researchers coded pair of words, phrases and clauses involving the page numbers to identify, memorize and locate the data with coherence shift. Then, the researchers tabulated pair of texts which experienced coherence shift including its page numbers. Finally, coherence shift were identified based on Larson (1998) and classified the coherence shift types based on Blum-Kulka (2004) into reader-focused and text-focused.

The affective data were collected through the questionnaire and indepth-interview. Inter-raters-reliability participants were asked to fill-in the translation acceptance questionnaire based on the instrument (see table 1). The first choice was categorized acceptable with score three if the translation sounded natural / acceptable. The technical term was used in TT for the words, phrases and clauses of translation based on the norm of target text. The second choice was less acceptable with score two, if target text sounded natural but there was misuse of technical term causing the grammatical incorrectness a little bit. The last was not acceptable with score one, if target text was not natural and technical term was not used. In this case, raters were asked to give their alternative translation to make it acceptable. In order to verify their scores, researchers conducted depth-interview.

3.3 Data Analysis

To analyze the objective data, researchers used interactive data analysis as suggested by Miles, Huberman and Saldana (2014, p.33). It is described in the following figure 1.

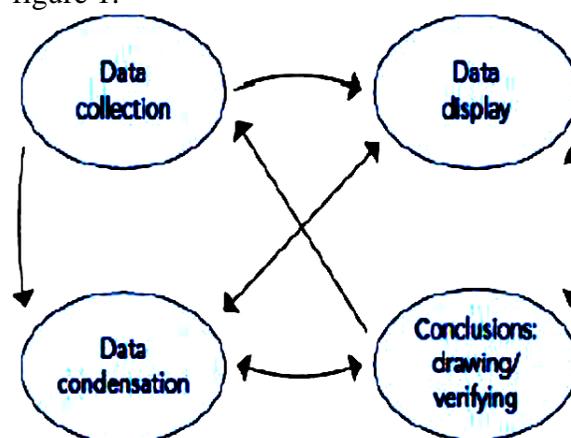


Figure 1: Interactive Data Analysis Process

After the data collection, the researchers displayed the data and described the conclusion. After collecting the objective data, three processes (data display,

condensation and conclusion) were done simultaneously and interactively. The aim of this process was to answer the first research problem.

Non-interactive analysis was done to analyze the affective data. After collecting the score and feedback from the raters of acceptability, the researchers calculated the total, percentage and the average of translation acceptance with linkers' statistic. The statistic described the impact of reader-focused and text-focused on translation acceptability. To achieve the next aim of the study, the researchers investigated, compared and contrasted the similar meaning from pairs of text (words, phrases and clauses) with shift in coherence. From the result of investigation, researchers formulated the questionnaire of translation acceptance.

4. Findings and Discussion

The dominant coherence shift: reader-focused played a crucial role in translation. This type of coherence shift placed the orientation on target culture. It shows that reader-focused coherence shift was categorized into acceptable translation. Coherence shift is an unavoidable thing which influences translation quality especially on acceptability. To detect coherence shift, the researchers applied the theory of Larson (1998) about unshared translation which can be divided into four. After detecting the coherence shift, the researchers classified the type of coherence shift based on Blum-Kulka: text-focused or reader-focused. Then, they were tabulated the category changes in both shifts. The following subsections detail on these.

4.1 Types of Coherence Shift

Table two shows text-focused categories from phrases in ST are translated into phrases in TT (see appendix 1). Phrases become phrases in text-focused coherence shift categories dominantly occur in translation process in this study: 14 shifts or 48.28%. There were two least types: namely words becoming words and clauses becoming clauses: 5 shifts or 17.24%. The dominance of this category shows that translators of the *Principle of Language Learning and Teaching* tried to be faithful in source text. Translators' decision in this kind of coherence shift was categorized as the weakness or the unconsciousness of the translator. Blum-Kulka (2004, p.301) states that text-focused coherence shifts occur as a result of the translator's failure to realize the functions of a particular linguistic system, or

particular form playing in conveying indirect meanings in a given text.

Table 2: The Percentage of Text-Focused Categories

No	ST	TT	Occurrences	Percentage
1	Word	Word	5	17.24%
2	Word	Phrase	2	6.90%
3	Phrase	Word	3	10.34%
4	Phrase	Phrase	14	48.28%
5	Clause	Clause	5	17.24%
Total			29	100%

Table three below shows that translators of the *Principle of Language Learning and Teaching* dominantly used category of phrase becoming phrase at the reader-focused coherence shift. It means that translators tend to choose reader-focused as a strategy to solve the untranslatable text. The dominant category of phrases in source text became phrases in target text consisting of 68 shifts or 28.33% (see appendix 1). It means that translators tried to be faithful in source culture and it was accepted for the target reader. In this respect, Naoum (2011, p.32) suggests three strategies to be faithful in ST at the first place, and to create a textual model that might conform to his readers expectations: 1) Restructuring the ST in the target language by relying on his world knowledge (evoked by the lexical and structural elements of the text) and his own experience. 2) Resorting to stylistic preferences. 3) Explicating the semantic information but not at the expense of the ST form to which the translator wants to be as faithful as possible.

Table 3: The Percentage of Reader-Focused Categories

No	ST	TT	Occurrences	Percentage
1	Word	Ø	1	0.42%
2	Word	Word	50	20.83%
3	Word	Phrase	17	7.08%
4	Word	Clause	5	2.08%
5	Phrase	Ø	1	0.42%
6	Phrase	Word	30	12.50%
7	Phrase	Phrase	68	28.33%
8	Phrase	Clause	14	5.83%
9	Clause	Word	12	5.00%
10	Clause	Phrase	7	2.92%
11	Clause	Clause	26	10.83%
Total			231	100%

Based on the findings above, it is to state that there were 260 shifts in the *Principle of Language Learning and Teaching* textbook. Reader-focused was the dominant coherence shift: 231 shifts or 88.84%. The least was text-focused coherence shift: 29 shifts or 11.15%. It is to indicate that translators of the *Principle of Language Learning and Teaching* preferred



reader-focused coherence shift to translate the unshared concept in both texts. Duranti (1997: 27) states that culture as knowledge must share certain pattern of thought, ways of understanding the world, making inferences and predictions. More description is given in the following table.

Table 4: Total and Percentage of Coherence Shift's Types

No	Types of Coherence Shift	Total	Percentage
1	Reader-focused	231	88.84%
2	Text-focused	29	11.15%
Total		260	100%

Here is the example of reader-focused analysis:

ST: *I collected gradually for what they stood*
 TT : *secara bertahap aku memahami untuk ap amereka diucapkan*

The literal meaning of 'stood' is 'berdiri' but in this chance, translators changed the potential meaning of 'stood' in ST to 'diucapkan'. Coherence shift has occurred in this translation. If it's translated based on text-focused into 'berdiri' in target text, the reader will be confuse to read and to interpret the target information. Translators of the *Principle of Language Learning and Teaching* used the reader-focused as their strategy to make the target reader easy to understand. The reader-focused coherence shift as stated in the example above occurred in the category of word becoming word. Translators made the target information become explicit or overt to the target text through process of translation.

Text-focused coherence shift was less in translated textbook. Translators of the *Principle of Language Learning and Teaching* textbook applied 29 or 11.15% text-focused coherence shifts. Here is the example of text-focused coherence shift analysis:

ST : an extreme behaviorist position would claim that children come into the world with a tabula rasa, a **clean slate** bearing no preconceived notions about the world or about language.

TT : *Seorang behavioris ekstrem bisa menyatakan pandangannya bahwa anak-anak lahir dengan tabula rasa, sebidang papan tulis bersih tanpa pemahaman tertentu tentang dunia dan bahasa*

The above example occurs in the category of phrase becoming phrase. The idiom of 'a clean slate' in ST is transferred

based on the source text like 'sebidang papan tulis bersih'. This strategy makes the target reader difficult to understand the target information. This strategy is categorized as mistaken in translating. From both types of coherence shift: reader-focused and text-focused, the dominant one was, thus, reader-focused.

4.2. The Impact of Reader and Text Focused on Translation Acceptability

Whole objective data are formulated into questionnaire form to measure the acceptability aspect of translation quality. Objective data were analysed to get the main objectives of this study. The process of collecting affective data can be seen in the appendix two while the result of acceptability translation aspect from *inter-raters-reliability* can be seen in the following table:

Table 5: Frequency of reader-focused and text-focused on translation acceptability

Respondent	Frequency of Occurrence					
	Reader-focused			Text-focused		
	3	2	1	3	2	1
1 st Rater	217	14	0	6	10	13
2 nd Rater	214	17	0	4	12	13
3 rd Rater	219	12	0	6	7	16
Total	650	43	0	16	29	42
Total Data	231			29		
Percentage	88.84%			11.15%		

It is to indicate that translators of the *Principle of Language Learning and Teaching* textbook dominantly used reader-focused coherence shift in the process of translation as a strategy to achieve the acceptance of translation. From 231 data of reader-focused coherence shifts, the first rater noted 217 reader-focused coherence shifts as acceptable category whereas 14 shifts lacked acceptable. The second rater concluded 214 reader-focused coherence shifts as acceptable and 17 reader-focused lacking acceptable. The last rater noted 219 reader-focused as acceptable and 12 reader-focused as lacking acceptable. The raters did not give any score for the term *not acceptable* on translation aspect which was influenced by reader-focused coherence shift. Based on the finding above, it can be said that reader-focused coherence shift has positive impact on translation acceptance.

On the other hand, text-focused strategy influenced the *not acceptable* of translation due to text-focused coherence shift. Based on *inter-raters-reliability*, which examined the acceptance of translation, first rater stated that only six text-focused coherence shifts were acceptable, ten text-focused coherence shifts lacked acceptance and thirteen text-focused

coherence shifts were not acceptable. The second rater argued that four text-focused coherence shifts were acceptable, twelve text-focused coherence shifts lacked acceptance and thirteen text-focused coherence shifts were categorized as not acceptable. The last rater concluded that six text-focused coherence shifts were acceptable, seven text-focused coherence shifts lacked acceptance and sixteen text-focused coherence shifts were not acceptable. The interesting point of this finding explains that text-focused coherence shifts dominantly influenced the not acceptance of the translation aspect. It means that reader-focused coherence shift is a better way to solve unshared translation concept than text-focused. It can be concluded that text-focused coherence shift had negative impact on the translation of the *Principle of Language Learning and Teaching* textbook. More description about the impact of coherence shift: reader-focused and text-focused on translation acceptable can be seen in the following table:

Table 6: The Calculation of Acceptable Inter-Raters-Reliability

Coherence Shift	Reader-Focused			Text-Focused		
	Score 3	2	1	3	2	1
Criteria	Acceptable	Lack of acceptable	Not Acceptable	Acceptable	Lack of acceptable	Not Acceptable
Frequency	650	43	0	16	29	42
Percentage	93.79%	6.20%	0%	18.39%	33.33%	48.27%
Average	2.94			1.70		
Total Data	693			87		

It was found that the percentage of raters who gave score 3 (acceptable) to the selected pair of text with reader-focused coherence shift was 93.79%. It is the highest percentage than other translation category (lack of acceptable and not acceptable). It means that 93.79% reader-focused coherence shifts were acceptable as the translation sounded natural, close to the target culture and based on target norm. Blum-Kulka (2004, p.298) notes that the normative system dominating the translation process can contribute to creation of reader-focused coherence shifts in translation. In addition to that, three raters gave the score two (lack of acceptable) on pair of text (words, phrases and clauses) in the amount of 43 data or 6.20%. After analyzing the questionnaire, it was found that the average rate of translation acceptance of reader-focused was 2.94 from in the range of 1-3. It is categorized as better translation.

Raters who gave score three (acceptable) to the data with text-focused

coherence shift included 16 shifts (18.39%). Translation categorized as lacking acceptable to target reader due to text-focused coherence shift included 29 shifts or 33.33%. The most interesting finding of the research is that the dominant impact of text-focused coherence shift on translation acceptability was not acceptable. There were 42 text-focused coherence shifts or 48.27% categorized as not acceptable to target reader as they were source text oriented. In addition to that, the average of translation acceptance of text-focused was 1.70 in the range of 1-3. It implies that text-focused coherence shift plays a negative role. Based on the data above, it can be concluded that text-focused coherence shift has negative impact on target norm, culture and pattern (not natural). Blum-Kulka (2004, p.301) states that text-focused shift are engendered by particular choices made by specific translator, choices that indicate a lack of awareness on translators' part of the ST text's potential meaning. In addition to that, Farghal and Bloushi (2012, p.16) state that Text-focused coherence shift is linked to the translator's interpretation of the ST and his choices in translation. Several text-focused shift of coherence can be caused by unconsciousness of translator. Failing to maintain his/her interpretation leads the readers to construct another meaning through interpretation. This phenomenon creates different meanings, concept and purpose from that of the original author's because of translators' strategy. Finally the target reader will get confuse and may make multiple interpretations based on their background knowledge. This situation should be avoided by the translator.

From the table above, it is clear that reader-focused coherence shift has a positive impact on translation acceptance. There were 650 or 93.79% reader-focused coherence shifts close to the target reader. Whereas, there were 43 or 6.20% reader-focused coherence shifts which affected the lacking in the translation acceptance in the translation of the *Principle of Language Learning and Teaching* textbook. On the other hand, text-focused coherence shift has a negative impact on the acceptance of translation. It is shown in table above. There are 16 or 18.39% shifts categorized as acceptable, 29 or 33.33% shifts lack acceptance and 42 or 48.27% shifts are categorized as not acceptable. The average for reader-focused was 2.94 while text-focused was 1.70. It means that reader-

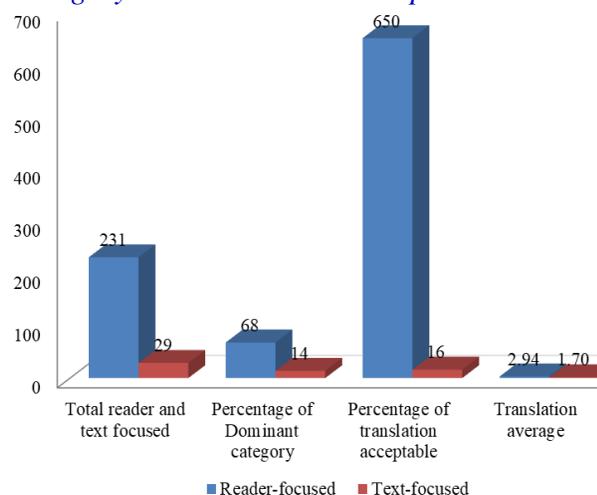


focused had positive contribution than text-focused.

5. Conclusion

Based on the research findings, it can be said that the dominant coherence shift that the translators used as a strategy to render the non-equivalence concept in the *Principle of Language Learning and Teaching* textbook was reader-focused coherence shift: 88.84% or 231 shifts. It is dominantly supported by the changes from the categories of phrases (ST) becoming phrases (ST) in the data of 68 or 28.33%. It can be concluded that, original phrases were translated as phrases to the target reader by implementing reader-focused coherence shift. In addition to that, 93.79% among three people of inter-raters-reliability of reader-focused coherence shift gave score three and was categorized as acceptable in target text. This finding is strengthened by the calculation of questionnaire's average which is rated by experts. The average is 2.94 in the range of 1-3. More description can be seen in the following figure.

Figure 2: Calculation of Coherence shift, Category and Translation Acceptance



As seen in the figure above, text-focused coherence shift is the least used by the translators in translating the *Principle of Language Learning and Teaching* textbook. Its percentage is 11.15% in the data of 260 coherence shifts. Thus, it can be concluded that translators of the *Principle of Language Learning and Teaching* textbook tried to translate based on reader's culture. Text-focused is dominantly supported by the category of phrase becoming phrase with 48.28%. In this case, translators tried to be faithful to source text in the translation process. While these facts influence the aspect of translation acceptance, only 18.39% target texts were categorized as acceptable. The average of translation acceptance was 1.70 in the range of 1-3. It is categorized as inferior translation.

Based on the facts above, It can be concluded that reader-focused had positive impact on translation quality while text-focused had negative influence in the transferring process. Therefore, translators are suggested to use reader-focused coherence shift to achieve better translation in the target text. Translators need to improve their competence to decode the original author in their translation process.

References

- Al-Kharabsheh, A. and Hamadeh, N. (2017). Shift of Cohesion and Coherence in the Translation of Political Speeches. *Advances in Language and Literary Studies (ALLS)*, 8 (3).100-112.
- Anjani, at.al (2017). Shift of Cohesion and Coherence in Translation of Looking for Alaska into Mencari Alaska. *Jurnal Humanis. Vol.19 (1)*, 28-35. Retrieved from <https://ojs.unud.ac.id/index.php/sastra/issue/view/2352>
- Blum-Kulka. (2004). *Shift of Cohesion and Coherence in Translation*. In the Translation Studies Reader. 298-313. London: Routledge.
- Brata, F. (2008). Cohesion and Coherence Shift of Expression in Translation. *Linguistik Indonesia* 26. 35-49
- Duranti, A. (1997). *Linguistic Antropology*. Los Angeles : Cambridge University Press
- Farghal, M and Bluoshi, N. (2012) Shift of Coherence in Quran Translation. *Sayyab Translation Journal (STJ)*. 4, 1-18
- Julita, (2013). Shift of Cohesion and Coherence in Translation of the Short Second Life of Bree Tanner into Kisah Singkat Bree Tanner. *HUMANIS*. 5 (2) 1-8
- Kragulj, (2014). Reader-Focused vs. Text-Focused Shift of Coherence in Momokapor's Short Stories. *Journal*.(10). 87-95.
- Nababan, et.al, (2012). Pengembangan Model Penilaian Kualitas Terjemahan. *Kajian Linguistik dan Sastra*, 24 (1) 39-57.
- Naoum, B, A. (2011). Coherence-oriented Approach to Translating Arabic Text into English. *J.Edu.Sci*. 18.(4). 21-36
- Miles, Huberman and Saldana.(2014). *Qualitative Data Analysis*. United State of America; SAGE Publication, Inc.
- Larson, M, (1998). *Meaning-Based Translation: A Guide to Cross-Langauge Equivalence*, New York: University Press of America
- Van Dijk, T., and Kintsh, W. (1983). *Strategies of Discourse Comrehension*. London and New York: Academic Press
- Shaki, R. (2016). Personality Type and Translation Performance of Persian Translator Trainees. *Indonesian Journal*

of *Applied Linguistics (IJAL)*. 7 (2) 360-370

Shuttleworth, M. & Cowie, M. (1997). *Dictionary of translation studies*. Manchester, UK: STJEROME.

Sipayung, K. T and Sinaga, N.T (2017). The Impact of Translation Shift and Method on Translation Quality at Physics Bilingual textbook. *Proceeding of NISOLT*. 169-178.

Sipayung, K. T. (2018). The Impact of Translation Shift and Method on Translation Accuracy Foundat Bilingual History Textbook *Humaniora*. 30 (1) 58-66.

Appendix 1 : Example of objective data on coherence shift

No	Source Text	Target Text	Larson	Bhum-Kulka
1	I collected gradually for what they stood	<i>secara bertahap aku memahami untuk apa mereka diucapkan</i>	Form of even to different even	Reader-Focused
2	"Modern" research on child language acquisition dates back to the latter part of the eighteenth century	<i>Penelitian "modern" tentang pemerolehan bahasa anak bermula pada paruh akhir abad kedelapan belas,</i>	from the form of the things to different form of the things	Reader-Focused
3	Dietrich Tiedemann recorded his observations of the psychological and linguistic development...	<i>Dietrich Tiedemann mencatat pengamatannya atas perkembangan...</i>	Form of even to different even	Reader-Focused
4	to try to discover the nature of the psycholinguistic process	<i>berusaha menguak watak proses sosiolinguistik</i>	from the form of the things to different form of the things	Text-focused
5	There are dozens of salient differences between first and second language learning	<i>Ada banyak perbedaan penting antara pembelajaran bahasa pertama dan kedua</i>	cultural gap	Reader-Focused
6	We must not put all our eggs in the innateness basket	<i>Jangan kita taruh semua telur di keranjang sifat bawaan</i>	from the form of the thing to the form of the events	Text-focused
7	One of the best-known attempts to construct a behavioural model of linguistic behaviour was embodied in B. F Skinner's classic, <i>Verbal Behaviour</i> (1957).	<i>Salah satu usaha yang paling masyur untuk membangun model behavioristik atas perilaku linguistik tertuang dalam karya klasik B.F. Skinner, <i>Verbal Behaviour</i> (1957).</i>	from the form of the event to the different event.	Reader-Focused
8	This is true of their comprehension as well as production responses,	<i>Ini berlaku menyangkut pemahaman maupun respons-respons mereka</i>	from the form of the thing to the form of the events	Text-focused
9	children come into the world with a tabula rasa, a clean slate bearing no preconceived notions about the world or about language	<i>bahwa anak-anak lahir dengan tabula rasa, sebidang papan tulis bersih tanpa pemahaman tertentu tentang dunia dan bahasa;</i>	cultural gap	Text-focused

Appendix 2: Acceptability Criteria for Raters

Score	Qualitative Parameter	Translation Category
3	Translation sounds natural/accepted; technical term is usual in TT. Words, phrase and clause of translation based on the norm of target text.	acceptable
2	Target text sounds natural but there is misuse of technical term causing grammatical incorrectness a little bit.	Lacking acceptance
1	Target text is not natural and technical term is not usual.	Not acceptable