TRANSLATION SHIFT OF INDONESIAN TRANSLATION IN DIARY OF A WIMPY KID BY JEFF KINNEY

A Thesis
Submitted to the Faculty of Adab and Humaniora
in Partial Fulfillment of the Requirements for Degree of Strata One (S1)

DEPARTEMENT OF ENGLISH LETTERS
FACULTY OF ADAB AND HUMANITES
UIIN SYARIF HIDAYATULLAH JAKARTA
2017
ABSTRACT


In this research, the researcher analyzes about class shift which found in English to Indonesian translation. The objective of this research is to find out the types of class shift and investigates the class shift can be occur in novel *Diary of a Wimpy Kid* and its translation *Diary si Bocah Tengil*. The theory of class shift used in this research is based on translation shift theory by J.C Catford. In this research only focused on analysing the changing of word class.

The researcher uses qualitative descriptive methods. The researcher reads all chapter from the English and Indonesia novel than comparing the data where the class shift from SL to TL occurs.

As the result, the researcher found 14 data. The researcher concludes that there are many class shift occurs in this research. From several class shift the most class word that appears is verb class. There are 7 data that contain the changing of verb class such as 2 data verb into noun, 2 data verb to adverb, 3 data verb to adjective.
APPROVEMENT

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JAKARTA
2017
DECLARATION

I hereby declared that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person non material which to a substantial extent has been accepted for award of any other degree of diploma of the university or other institute of higher learning, except where due acknowledgment has been made in the text.

Jakarta, 27 January 2017

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The thesis entitled above has been defended before the Letters and Humanities Faculty’s Examination Committee on March 24th, 2017. It has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, March 24th, 2017

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# TABLE OF CONTENT

| ABSTRACT | i |
| APPROVAL SHEET | ii |
| LEGALIZATION | iii |
| DECLARATION | iv |
| ACOWLEDGEMENT | v |
| TABLE OF CONTENT | vi |

## CHAPTER I. INTRODUCTION

A. Background of Study ........................................ 1
B. Focus of Study ............................................. 3
C. Research Question ......................................... 3
D. Significant of the Research ................................ 3
E. Research Methodology ...................................... 3
   1. Objective of the Research ............................... 3
   2. Methode of Research .................................... 4
   3. Techniques of Data Analysis ............................. 4
   4. The Unit Analysis ....................................... 4
   5. Time and Place .......................................... 5

## CHAPTER II. THE THEORITICAL DESCRIPTION

A. Previous Research .......................................... 6
B. Definition of Translation ................................... 8
C. Process of Translation ..................................... 10
D. Translation Shift ........................................... 12
   1. Level Shift ............................................... 13
   2. Category Shift .......................................... 13
a) Structural Shift ..................................................... 14
b) Class Shift .......................................................... 14
c) Unit Shift ............................................................ 14
d) Intra-system Shift .................................................. 15

E. Word Class ............................................................ 16
   1. Noun ................................................................. 16
   2. Verb ................................................................. 17
   3. Adjective ........................................................... 18
   4. Adverb .............................................................. 18
   5. Pronoun ............................................................ 19
   6. Preposition ........................................................ 19
   7. Conjunction ....................................................... 20
   8. Determiner ........................................................ 20

CHAPTER III. RESEARCH AND FINDINGS ........................... 21
   A. Data Description ................................................ 21
   B. Data Analysis .................................................... 22

CHAPTER IV. CONCLUSION AND SUGGESTION ................... 32
   A. CONCLUSION .................................................... 32
   B. SUGGESTION .................................................... 33

BIBLIOGRAPHY ............................................................ 34

APPENDICES ............................................................. 35
CHAPTER I

INTRODUCTION

A. Background of Study

Translation as a key to solve the problem of communication in different language. Communication between people from different country would be complicating to understand the topic. The impact from this problem is miscommunication between the writer and the reader. From that problem, It can be solved by translating a text of the different language. So, the communication would be understood each other.

In Indonesia, the development of a translation progress getting better nowadays. It proved with many people easy translating the import products or books. Before, only the translator expert can do the translating work. Because of the development of technology every people can do the translation work easier. For instance, there are a lot of online dictionary and application to translate language or translating machine such as Google Translate. Even though they can translate a text but they still doubt to make a good result of translation.

In fact, for translation a text is not easy. People think with translating a word by word or a sentence by sentence would be clear. But the process of translation is not as simple as that. Because, translation is not only translating a word or sentence but also delivering the message inside. In translating the text, a translation process has an important role to make a good result of translation. The translator should know the culture, diction, and grammatical from the target
language. Therefore, in translating process a translator should know the grammatical rule between the source language (SL) and target language (TL). Knowing the grammatical rule is important to make the good sentence. So that the reader can get the message from the translated text clearly.

The grammatical between English and Indonesia language has different rule. For example in English medical student in grammatical rule has a position as adjective + noun, then translated into Indonesia being mahasiswa kedokteran that placed as noun + noun. From this case, the translator should know that the word medical can not be translated as medis which categorized as an adjective too. Because the researcher discusses about a major in university. So, the equivalent meaning with medical student is mahasiswa kedokteran. In translating process, a translator should not defend the grammatical rule from SL to TL. Such as the case above, the translator should not translate adjective into adjective. Sometime the translator should change the class of word in TL to get the equivalent meaning. This process called as translation shift.

A shift happened because grammatical rule of different language. The shift should be applied to make a good translation result. So a translated text can be understood by the reader.

In this thesis the researcher is interested to analyse the translation shift especially class shift in novel Diary of a Wimpy Kid and its translation novel Diary si Bocah Tengil. Because it is interesting when the part of speech in grammatical rule in SL change in different class in TL.
B. Focus of the Study

Based on background of study above, this research focuses on translation shift type class shift in English to Indonesian translation. And also analysing the class shift can employed in the translated text.

C. Research Question

According to focus of the research above, there are questions which related and will be analysed more:

1. What kinds of class shift which appear in the novel *Diary of a Wimpy Kid* and its translated novel *Diari si Bocah Tengil*?
2. How are the class shift of translation employed in the translation?

D. Significant of the Research

The researcher hopes the result of this research can help the translator who want to translate using translation shift’s process especially class shift.

E. Research Methodology

1. Objective of the Research

There are the aim can take from this research of translation shift type class shift in novel *Diary of a Wimpy Kid*, such as:

1. Finding kind of type class shift which appear in the novel.
2. Finding the changing class of part of speech in a sentence when translating process.
2. **Method of Research**

In this research, the researcher uses method qualitative descriptive. By using this method, the researcher intends to explain the data occur in Class Shift process in novel Diary of a Wimpy Kid. English to Indonesian.

3. **Techniques of Data Analysis**

The data already collected will be investigated in a qualitative way, such as:

a. The researcher reads all part of the novel.

b. The researcher finds a sentence occurring of class shift.

c. The researcher classifies the types of class shift.

d. The researcher analyses causes of class shift can be occur in translated text.

4. **Instrument of Research**

The instrument of research involve the writer herself by looking for references and the trusted sources example books that relevant with the research and International Journals. The researcher reads the novel, finding the class shift and make notes for required data.

5. **The Unit of Analysis**

The unit of analysis in this research study is a best seller English-Indonesian novel which titled *Diary of a Wimpy Kid* by Jeff Kinney, published in

6. **Time and Place**

   This research study was started in September 2015 in English Letters Department, Faculty of Adab and Humanity, State Islamic University Jakarta to January 2017 and in libraries of State Islamic University such as Adab’s and Main Library.
CHAPTER II

TEORITICAL FRAMEWORKS

A. Previous Research

There are some researches about translation shift has been researched previously by several people in translation’s study. From those previous research, the researcher inspired to do a research. First previous research from the International Journal ‘Translation Shift in the Persian translation of a Tale of Two Cities by Charles Dickens’ analysed by Dr. Sayed Mohammad Hosseini Massoum and Azadeg Shahbaiki in 2013.¹ They have been researched about types of category shift by Catford in Persian translation of A Tale of Two Cities. The aim of this study is to find the types of category shifts and find the most frequent shift that used by the translator. In their research, they have been selecting forty sentence from Persian and its translation novel randomly for analysed. They classified the sentences which have the types of category shift. Than they counting the most frequent shift which appear. The result, they find four types of category shift used that are structural, class shift, unit shift, and intra-system shift. The most frequent shift that used is Unit Shift. In the research data, they also find the fact that the shifts can inevitable and it could be occur because of different

natures of languages and variations that exist among them, so the translator is forced to deviate from the source text.

The second previous research, from International Journal entitled \textit{Structural Shift in Translation of Children’s Literature} by Monireh Akbari. In this research, the researcher only focuses on structural shift in literary translation from English into Persian Language and their significant role in compensation and explication of meaning. The aim of the research are first, to know the way translator incorporates structural shift, finding the kinds of structural shift and find out the most frequent kind of structural shift that used in literary translation. And the second, to examine whether the structural shift help the literary translator to better transfer the meaning. The result from this research study is the structural shift which found from re-arrangement, addition, omission, change of sentence tense can be defined as problem solving strategies adopted consciously by the translator of literary text, may minimize the inevitable loss of meaning, through explication and compensation when rendering a text from English into Persian language.

An the last previous research from Journal International entitled \textit{A Study of Persian Translation of English Phrasal Verb in Harry Potter and the Order of the Phoenix} by Nahid Yarahmadzehi, Ali Baikian, and Freshteh Nadri. This research about translation English phrasal verb in English - Persian. The purpose of the research is to identify the type and calculating the frequency of the applied translation procedures. This research also assess the quality of the applied translation procedures. The researchers select sentence which contain the phrasal
verb. Than the researchers identify, classify and list it. And the researchers want to find the most frequent types of translation procedure. The quality of translated text is determined by using three criteria of assessment that are accuracy, clarity and naturalness by Larson. The result from this research, first they find there are eight type of translation procedure in the analysed sentence; equivalence, couplets, expansion, literal, shift, modulation, paraphrase, reduction, synonymy. The most frequent type of translation procedure that has been calculated by the writers is equivalent. In assessment, the result of this research showing that all data that analysed is good quality. The most frequent assessment is equivalent.

From those previous researches, the researcher wants to do a research of translation shift more different from previous research before. The researcher only focuses one type of translation shift that is class shift. The researcher tries to find the kind of class shift and analyses the class shift occurs. For attest that the class shifts process by using the shift’s theory from Catford.

B. Definition of Translation

The experts of translation have defined the translation into several meanings. Such as Nida and Taber in book The Theory and Practice of Translation give a definition about translation “Translation consists in reproducing in the receptor language closest natural equivalent of the source language message, first in term of meaning and secondly in term of style.”\(^2\) Nida and Taber give definition about translation consist in reproducing. Reproducing

in here means to produce receptor language or target language to get the natural
translation so that the transaltion result can be accepted by the reader in target
language.

Hatim and Mason also give definition about translation as an act of
communication. “An act of communication which attempts to relay, across
cultural and linguistic boundaries, another act of communication (which may
have been intended for different purpose and different readers)”.

In this definition the communication in translation occurs between translator as a sender
of the message that contain in SL and the reader as a receptor. A communication
will be establish if speaker or writer and audience or reader understand the topic.
To understand the topic easily, both speaker and audience should have same
languge. Furthermore, the translators have an act to sending the message about
their translation result.

Meanwhile, according to Catford, translation as 'replacement' “The
replacement of textual material on language (SL) by equivalent textual material in
another language (TL)”.

Replace in here means for replace translated text in SL
to TL. The aim of replacement that explained by Catford is get the equivalent
meaning in textual material. The textual material including semantical unit such as
grammatical rule in a sentence. The equivalent meaning in translating process is
needed to get the good result of translation.

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While Larson give definition of translation as part of transferring process from the SL to TL. “Translation is transferring the meaning of the source language into the receptor language. This is done by going form the form of the first language to the form of a second language by way of semantic structure.” 

Larson uses semantic elements, such as the grammatical structure in transferring meaning of word from SL to TL. In this case when translator is translating a sentence, the structure of sentence from SL to TL would be changed. The change of structure in translating can be known as the shift.

From several definitions that have been described by the experts, the researcher concludes that the translation is an activity or process of changing the language and transferring the messages from the SL to TL. The messages that contained in SL when translated into TL can be conveyed properly and understood by the reader so the information can be conveyed clearly.

C. **Process of Translation**

The process of translation is the most important thing in translation. In process of translation, a translator has to explore all their capabilities, skill, and knowledge in translation process so that transferring the message from SL to TL can be understood by reader.

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Nida and Taber has been explained that the good quality of translation should do by three steps in translation process. There are analysis, transfer, and reconstructing.\(^6\)

1. Analysis

Analysis, in which the surface is analyzed in term of the grammatical relationship and the meaning of the words and the combinations of words.\(^7\) In other word, the translator needs to understand the contents in the SL text before translating it. Translator has to do analyse such as, finds the relationship between the meaning and combination of words in a sentence. And including pay attention with aspect of semantic, grammatical, style of language. In this process the translator should read a whole of the text.

2. Transfer

In which the analized material is transferred in the mind of the translator from source language into target language. After analysing process, translator transfers the meaning by translating the language in SL to TL.\(^8\) The translator does ‘deverbalisation’ in transferring process, which is the scope of sentence in SL should be release to get the message more detail.\(^9\) The word ‘release’ not mean the translator translates the text freely. The translator should give attention in semantically aspect that contain in SL so that the natural value in translated text still exist. Deverbalisation has been explained by Lederer as verbal translation

process. But in this step, known as written translation process. This process can use the dictionary to help transferring the SL into TL.

3. Reconstructing

In which the transferred material is restructured in order to make the final message fully acceptable in the receptor language. In the last process, translator should translate a text exactly. The translator gives more attention with the aspect of grammatical and meaning. Then, reconstructing or rearrange the word until make a correct sentence. Certainly, the sentence should be understood by the reader. In this step, translator should recheck the translated text has been good and can read clearly by reader. So that the good translation text can be resulted.

D. Translation Shift

J.C Catford gave an explanation about translation shift “Translation shifts are thus 'departures from formal correspondence in the process of going from the SL to the TL'.” It means that shift can be exist when the SL text translated to another language in grammatical aspect. The differences structure of language in every language can lead the shift appears.

Catford divided into two major kinds of translation shift, that are level shift and category shift: 11

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1. Level Shift:

Shift in level shift means that a SL item at one linguistic level has a TL translation equivalent at different level. In this case, the linguistic level of grammatical in SL changes into lexical level in TL or can be lexical level changes into grammatical level.

Example:

SL: Mom is sleeping

TL: Dia sedang tidur

That example, *is sleeping* is grammatical form in English. *Is sleeping* is a form of present continuous tense because it contains of auxiliary (*is*) + Ving (*sleeping*). Present continuous tense means an act still in progress at the moment. In Indonesian language it is relevant with lexical *sedang*. The lexical form *sedang* as a sign that action still in progress.

2. Category Shift

Category shifts are departures from formal correspondence in translation. A 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 TL, as the given SL category occupies in SL. For example, if both SL and TL operate with grammatical unit at five ranks (an example might be English and French which appear to have five rank: word, phrase, sentence,
group, morpheme) we can say that there is a formal correspondence between two hierarchy units.  

According to Catford, category Shift subdivided into four kinds:

a. Structural Shift: The most common and to involve mostly a shift in grammatical structure. Structural shift can be found at other rank, for example at group rank. Example in English using passive voice, (O + V₃ + S) translated in Indonesia being active voice ( S + V + O).

Example:

SL: Your bag have been thrown by us. ( O + V₃ + S)

TL: Kami sudah buang tasmu. ( S + V + O )

b. Class Shift: That grouping of members of a given unit which is defined by operation in structure of the unit next above. Class shift occurs when the translation equivalent of a SL item is a member of different class from original item. In Class shift, the class of word changes into different level.

Example: Verb to be adjective

SL: I am blushing. (verb)

TL: Aku malu. (adjective)

c. Unit shift: Unit shift means change of rank, that is, depatures from formal correspondence in which the translation equivalent of a unit at one rank in the

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12 Ibid., p. 76.
13 Ibid., p. 78.
SL is a unit at a different rank in TL. ‘Rank’ refers to the hierarchical linguistics unit of sentence, clause, group, word, and morpheme.\(^\text{14}\)

Example: Phrase to clause

SL: I am giggling.

TL: Aku tertawa terbahak-bahak.

d. Intra-system shift: This shift used where the shift occurs internally, which occur when the SL and TL possess approximately corresponding systems, but where the translation involves selection of a non-corresponding term in the TL system.\(^\text{15}\) (Catford, 2000, p. 146).

For example, Indonesian and English have different numerical system that known as plural and singular. A sentence in English can show the plural form, but when translated in Indonesia, the intra-system shift changes plural into singular.

Example: Plural to singular

SL: She uses glasses.

TL: Dia pakai kaca mata.

In English the word *glasses* is a plural because it has the suffix *–es* that classify as plural. Meanwhile, *glasses* translated into *kaca mata* in Indonesian language. In this case, the word *kaca mata* is singular.

\(^{14}\) Ibid., p. 79.

\(^{15}\) Ibid.
D.  Word Class

In every language of each country has a word class in grammatical rule. The word class is needed to make a sentence. Based on English Oxford Dictionary, word class means “a category words of similar form or function, or usually known as part of speech”.

Word class in English can be classified into eight parts of speech:16

1. Noun

Noun is member of a word class that typically can be combined with determiners to serve as subject of a verb, can be interpreted as singular or plural, can be replaced with a pronoun, and refer to entity, quality, state, action, or concept. In other word, this word class shows the name of something (such as person, animal, pace, thing, quality, idea or action. In a sentence, noun placed before verb. Noun divided into several types:

   a) Countable and Uncountable Noun

   Literary, countable noun is a plural, can use an/a in front of noun example: a book, an umbrella, and can use a number in front of it example: one book, two books. Countable noun identifying something which can be count by number. Meanwhile, uncountable noun is vice versa from countable. It normally not a plural or something can be counted by number, can not using an/an and number in front of it (example: water, sugar).

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b) Proper Noun

Proper noun is a name used for an individual person, place, or organization, usually using capital letter example: Jakarta, London.

c) Concrete and Abstract Noun

Concrete Noun is a noun which refers to people and thing that exist physically and can be seen, touched, smelled, heard or tasted (example: cat, flower). Abstract Noun is noun which refers to ideas, qualities, and condition. Abstract noun can not be seen or touched (example: truth, happiness, time).

d) Collective Noun

Collective noun refers to groups of people or things example: audience, family.

2. Verb

Verb is a word that characteristically is the grammatical center of predicate and express an act, occurrence, or mode of being. That in various language is inflected for agreement with the subject, for tense, for voice, or for aspect. And that typically has rather full descriptive meaning and characterizing quality but is sometimes nearly devoid of these especially when uses as an auxiliary or linking verb. Verb is the most important element or usually known as main part of sentence.
3. Adjective

Adjective is a word belonging to one of major form classes in any of numerous language and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else. It can be concluded, adjective describes a noun or a pronoun. Example: the red rose, red is an adjective that describes the colour of rose.

4. Adverb

Adverb is a word that used to give information about a verb, adjectives, or other adverb. Adverb can make the meaning of a verb, adjective, or other adverb stronger or weaker, and often appear between the subject and its verb. example:

- Adverb of time: Indicate the time of action and usually answer the question ‘when’. For example: They will do it now.
- Adverb of manner: Express the manner of an action and answer the question ‘how’. For example: The child crying loudly.
- Adverb of place: Indicate the place of an action and answer the question ‘when’. For example: Jonathan still waiting at there.
- Adverb of degree or quantity: Express the quantity and answer the question ‘how much/how far’. For example: She is almost late.
- Adverb of affirmation and negation: Indicate assertion and express someone reaction to question. For example: Yes, I can.
- Adverb of frequency: Express the frequency of an action and answer the question ‘how often’. For example: He always helping each other.

- Adverb of reason: Express the reason and make the conclusion. For example: The teacher is ill, therefore is unable to come to school.

5. Pronoun

Pronoun is any of a small set of words in a language that are used as substitutes for noun or noun phrases and whose referents are named or understood in the context. Pronoun divided into two kind, that are personal pronoun and demonstrative pronouns. Personal pronoun in English such as I, you, he/she/it, and they. Meanwhile demonstrative pronouns such as, this, that, and such.

6. Preposition

A preposition is a word such as after, in, to, on, and with. Preposition usually used in front of nouns or pronouns and they show the relationship between the noun and pronoun and other words in the sentence. Pronoun describe, for example:

- The position of something: Their book under the table.

- Time when something happens: The train arrive at 10 a.m.

- The way in which something done: She left without speak anything.
7. Conjunction

A conjunction also called a connective is a word such as and, because, but, for, if, or, and when. Conjunction are used to connect phrases, clause, and sentence. There are two main kinds of conjunction,

- Coordinating conjunction: To join items that are equal important in a sentence. Example: I like ice cream and yogurt.

- Subordinating conjunction: To connect subordinating clauses to the main clause of a sentence. Example: I bought the car because I like the interior.

8. Determiner

A determiner is a word (such a/an, the, every, some, any, my) that comes before noun and used to show which thing is being refers to. Example: My book (its mean the book refers to me).

The researcher using theory of translation shift by Catford to do a research of the data. The researcher only focused on one category from translation shift that is class shift.
CHAPTER III
RESEARCH FINDINGS

A. Data Description

The researcher has been explaining the theory of the translation shift focused on class shift in the previous chapter. In this chapter the researcher is going to apply that theory in the research finding.

This research finding source from the novel titled *Diary of a Wimpy Kid* written by Jeff Kinney, and its Indonesia translation *Diari si Bocah Tengil* has been translated by Ferry Halim. *Diary of a Wimpy Kid* is the first book which written by Jeff Kinney before he wrote the other series which has the same title but different stories. This book was published by Amulet Book in 2007, but published in International edition in 2009. Meanwhile, the translated book titled *Diari si Bocah Tengil* was published by PT Serambi Ilmu Semesta, in 2013.

In this research finding, the researcher collects and classifies the data where some of Class Shift occurs in ST into different form or class in grammatical. The selected data which want to analysis will be placed in table below.

<table>
<thead>
<tr>
<th>No.</th>
<th>SL</th>
<th>TL</th>
<th>Changing Word Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>So this book is gonna come in <strong>handy</strong>, (pg 2)</td>
<td>Jadi, buku ini bisa <strong>membantu</strong>, (pg 2)</td>
<td>Adjective to verb</td>
</tr>
<tr>
<td>2</td>
<td>I hope you like where you are <strong>sitting</strong> because these are your</td>
<td>Kuharap kalian semua suka dengan <strong>tempat duduk</strong> kalian karna beginalah</td>
<td>Verb to noun</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Is this seat <strong>taken</strong>? (pg 5)</td>
<td>Bangku ini <strong>ada yang punya</strong>?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Man, I don’t know</strong> what is up with girls these day. (pg 6)</td>
<td><strong>Astaga, aku enggak tahu ada apa dengan cewek-cewek jaman sekarang.</strong> (pg 6)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Cheese started getting all moldy and <strong>nasty</strong>. (pg 9)</td>
<td>Keju mulai ditumbuhi jamur dan <strong>menjijikan</strong> (pg 9)</td>
<td></td>
</tr>
<tr>
<td>6</td>
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Satu-satunya hal yang membuatku sadar Natal sudah dekat adalah saat Rodrick menempelkan daftar keinginannya di lemari pendingin. (Page 114)

Those guys are acting totally ridiculous. (190)

Tingkah mereka berdua benar-benar konyol.

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**B. Data analysis**

1) SL: So this book is gonna come in handy, (pg 2)

   TL: Jadi, buku ini bisa membantu. (pg 2)

   From this case, the Class Shift occurs from adjective to verb. Because based on the English-Indonesian Dictionary by John Echols, the word handy means ringan tangan. The word handy categorized as part of speech type adjective. In this case, the translator does not translate into adjective too. The translator using the synonym from ringan tangan that is membantu. In TL text, the word handy translated into membantu. Based on KBBI the word membantu means menolong. Membantu has an affix me- + verb bantu. The affix me- in grammatical rule of Indonesia Language is identifying as a verb which has a function to do an act.

2) SL: I hope you like where you are sitting because these are your
permanent seat. (pg 4)

TL: Kuharap kalian suka dengan tempat duduk kalian karena beginalah susunan tempat duduk yang permanen. (pg 4)

The word sitting in SL consist of verb + ing. When the word sitting translated into Indonesia it changes into tempat duduk which has substance noun + verb. In this case, the verb in SL sitting has been shifted into different class being noun in TL tempat duduk. The word sitting is a grammatical structure category present continuous tense. It means an act is going on in that moment. The original meaning from sitting should be sedang duduk. Because the word sedang in Indonesia language showing an act still in progress. Meanwhile the translator translates it into different word that is tempat duduk. In Bahasa tempat duduk means kursi or bangku. In this case the context in the sentence above is talk about position of the seat. But the translator replaced the meaning into tempat duduk to get the point of the context.

3) SL: Is this seat taken? (pg 5)

TL: Bangku ini ada yang punya? (pg 5)

The word taken in SL has been translated ada yang punya in TL. The word taken is a part of speech category as verb. Meanwhile, ada yang punya classified as adverb. The class shift found in SL verb taken change into adverb in TL ada yang punya. Based on Dictionary English-Indonesia Dictionary by John Echols, the verb taken means mengambil. The word mengambil is not correlate with the context of the text. Because the context of the text above tells about classmate
who permit to sit next Jeff. Hence, the translator should change the meaning into 
*ada yang punya* for enactive the chair is empty. So, in this case the verb has been
shifting into different class being adverb.

4) SL: **Man**, I don’t know what is up with girls these day. (pg 6)

TL: **Astaga**, aku enggak tahu ada apa dengan cewek-cewek jaman sekarang. (pg 6)

Based on the context the class shift occurs when the *man* as verb has been
translated into *astaga* as preposition. The word *man* in SL text is categorized part
of speech type noun. Based on the English Dictionary John Echols, the word *man*
means *laki-laki*. The original meaning from *man* placed as noun too. But in the TL
text, the word *man* has been translated into *astaga*. Based on KBBI, the word
*astaga* placed as pronoun. In English, the word *man* in a conversation does not
only refer to an adult male human but also can express an anger or shocked
feeling. The word man same like oh my God, my goodness, oh Boy, and etc. The
word *astaga* in TL has been representative that feeling.

5) SL: The Cheese started getting all moldy and **nasty**. (pg 9)

TL: Keju mulai ditumbuhi jamur dan **menjijikan** (pg 9)

Based on the data above, in this case the Class Shift changes from adverb
to verb. In SL, the word *nasty* Based on Merriam Webster Dictionary placed as
*adverb*, its means very unpleasant to see, smell, taste. In TL, *nasty* has been
translated into correlating meaning that is *menjijikan*. The word *menjijikan* based
on KBBI based from word jijik with affix me- and suffix –kan. Menjijikan in this case categorized as verb. Actually, the translator can be translated nasty into original meaning that is jijik. But the word jijik has weak feeling than menjijikan. Example: Aku jijik melihatnya compare with menjijikan melihatnya. The word menjijikan has strong feeling such as we really hate to see or smell something.

6) SL: I am having a seriously hard time getting used to the fact that the summer is over. (pg 10)

TL: Aku benar-benar sulit menerima bahwa musim panas sudah berlalu. (pg 10)

According to this datum above, the class shift occurs from verb having into class of word adjective benar-benar due to the translation process. Based on the dictionary the word have mean punya. This original meaning is irrelevant with the context. If using the original meaning, the translated text being aku sedang punya sulit menerima bahwa musim panas sudah berlalu. It would be difficult to understand by the reader. To solve the problem, the translator changes the original meaning into benar-benar. It is should be commit by the translator for reader easy to get the meaning from SL to TL. The translator choose benar-benar to emphasis the situation in SL. In this sentence, the author of the novel want to invite the reader feel the situation. In that sentence talk about the character in the novel does not want the summer is over.

7) SL: Dad think I got a screw loose or something. (pg 13)
TL: Dad berpikir otakku agak ngga beres. (pg 12)

From the data, the class shift occurs from noun into adjective. The word *a screw loose* is categorized part of speech as noun. *A screw loose* in this data if translated into original meaning being *baut yang lepas*. This original meaning cannot be used in translated text. Because the original meaning is irrelevant with the context of the text. *A screw loose* in the SL text above is an idiom. So, it should be translated into idiom meaning in TL text. *A screw loose* in the SL text above means to be silly or eccentric. The translator has been translating into *agak engga beres*. *Agak engga beres* in this case placed as adjective because there is a word *agak* identifying as adverb. Based on the situation above, *agak enggak beres* has relevant meaning with the context. Because Jeff wake up in 3 a.m and prepare the breakfast very noisy. He thinks it was 7 a.m. And his dad come down to yell at him and tell him it still 3 a.m. His dad thinks Jeff being silly. So, *agak enggak beres* is the exact meaning to describe the situation.

8) SL: The only thing that tipped me off that Christmas was coming was when

Rodrick put his wish list up on the refrigerator. (pg 115)

TL: Satu-satunya hal yang membuatku sadar Natal sudah dekat adalah saat Rodrick menempelkan daftar keinginannya di lemari pendingin. (pg 114)

In this case, the class shift occurring from verb into adverb. The word in
SL *coming* in this data placed as a verb. The word *coming* if translated into original meaning being *sudah datang*. But the meaning *sudah datang* does not make sense with the context of the text. Literally, *sudah datang* pointed out for person who just arrive in a place. It is not suit with the situation in the sentence above. Because the situation explains about the Christmas is coming soon. Therefore, the translator translates *coming* into *sudah dekat*. Based on KBBI the word *sudah dekat* means *tidak lama lagi*.This translated text is relevant to describe the situation. *Sudah dekat* contains of adjective + adjective. So, according to this case *sudah dekat* is categorized as adjective.

9) SL: Thermos be some way to tickle your **funny bone**! (pg 19)

TL: Plastik ada cara untuk membuatmu **tertawa**! (pg 19)

The class shift on this data occur from noun into verb. The word **funny bone** in the SL text placed as part of speech type noun. **Funny bone** based on dictionary John Echols means *tulang yang lucu*. But the translator not using the original meaning. The original meaning based on dictionary seems peculiar. In this case, **funny bone** constitutes an idiom. Based on Merriam Webster, **funny bone** means a sense of humour. In the TL text the translator has been translating into **tertawa**. Based on KBBI the word **tertawa** categorized as verb with affix *ter-* + *tawa*. The word **tertawa** identifying something funny. So this translated word correlated with **funny bones**.

10) SL: But I guess I must have made a **pretty big racket** because the next
thing I knew. (pg 12)

TL: Namun, aku pasti membuat gaduh karena hal berikutnya. (pg 12)

From the data, *a pretty big racket* in SL text categorized part of speech class noun. *A pretty big racket* in TL text is not a real big racket. It is like a parable of big problem in a situation. The translator translated a pretty big racket into *gaduh* to explain the situation in the context. Based on KBBI the word *gaduh* means *kacau, rusuh*. This translated text representative the situation in the context clearly. Because based on the situation, Jeff is making a breakfast, but he is very noisy. To explain the situation the translator using the word *gaduh* in translated text. The word *gaduh* categorized adjective class. So, the class shift based on the data above has been changing from noun into adjective.

11) SL: Those guys are **acting** totally ridiculous. (190)

TL: **Tingkah** mereka berdua benar-benar konyol.

In this data, class shift occurs from verb into noun. Based on dictionary the word *acting* means *bertingkah*. In this case, the word *acting* places as verb. Because there is auxiliary are before the word *acting*. The auxiliary *are + acting* in English grammatical known as present continuous tense. It means an act still going on at the moment. So, the word acting in here can be placed as verb. While, in target language the word *acting* translated into *tingkah*. Based on KBBI *tingkah* mean *kelakuan or perilaku*. The word *tingkah* is categorized as noun. Actually the original meaning from verb *acting* is *bertingkah*. But to correlate with the context the translator trying to use different class of word that is *tingkah* that placed as
noun.

12) SL: The good thing about Dad is that when he gets mad, he cools off real quick, and then it’s over. (pg 38)

TL: Yang bagus dari Dad adalah kalau dia marah, dia cepat tenang kembali, dan semua masalah terlupakan. (pg 39)

Based on the data, the class shift occurs from adjective into verb class. The word *over* in TL text categorized as part of speech adjective class. Based on The Dictionary from Merriam Webster, The word *over* in TL text means having reached the end. It means something that has been passed or finished. The translator has been translated over into *terlupakan*. The word *terlupakan* correlating with the meaning of *over* based on the context. Based on KBBI, the word *terlupakan* means *keadaan yang sudah tidak diingat*. And also the word *terlupakan* categorized verb class because there is affix *ter-* and suffix *–kan* that explain the action has been doing by someone.

13) SL: All our candy would have gotten soaked. (pg 70)

TL: Semua permen kami pasti basah kuyup. (pg 70)

The word *soaked* based on English-Indonesia Dictionary by John Echols, means *terendam*. *Soaked* is categorized as part of speech class verb. In the TL text, the translator has been translated the word *soaked* into *basah kuyup*. Based on KBBI *basah kuyup* means *keadaan sangat basah*. *Basah kuyup* in TL text categorized as an adjective class. Actually, the translator can use the original
language from soaked that is terendam. But the word terendam has different meaning from the context of the situation. In the situation Jeff and Rowley splashed by water until their candy getting wet. If the translator uses the word terendam it has different meaning. Because terendam describes the situation with a lot of the water at least a half of your body. Based on the story of the text, their candy get splashed just a little. So, the translator translates into basah kuyup to representative it. Then, the class shift in this data has been occurring from verb into adjective.

14) SL: When he did something that really annoyed me. (pg 17)

TL: Saat dia melakukan sesuatu yang benar-benar membuatku jengkel. (pg 17)

From the data above, the word annoyed placed part of speech as verb. Based on the English-Indonesia Dictionary by John Echols, annoyed means menjengkelkan, mengganggu. In the SL text, the translator translates it into jengkel. The word jengkel means kesal. Based on KBBI jengkel placed as an adverb. From this case, the class shift occurs from verb into adverb. In this case, the translator changes verb menjengkelkan into adverb jengkel because there is word membuatku that placed as verb before word jengkel. If the word annoyed translates into menjengkelkan, the transalted text being membuatku menjengkelkan. It would be ungrammatical. Hence, the transaltor translates it into jengkel. So that the transalted text can be understand easily.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

The research of this thesis is about to find the types of class shift in the translation language English to Indonesian in a novel Diary of a Wimpy Kid by Jeff Kinney and its translation Diary si Bocah Tengil translated by Ferry Halim. The researcher analyses the types of class shift based on theory translation shift by Catford.

For order class shift the researcher uses shift theory by J.C Catford which explain about the type of class shift. Based on J.C Catford, the types of class shift is about changing the class of word into different class in TL such as *handly* into *membatu*. The word *handly* is categorized as adjective class with suffix –ly. Meanwhile, the word *membantu* is categorized verb. In this case the class word adjective changes into different class word in TL that is verb.

Based on the research data, there are 14 data of class shift found in the novel. From 14 data of class shift, the researcher found 2 data type adjective to verb, 2 data type verb to noun, 2 data type verb to adverb, 3 data type verb to adjective, 1 datum type noun to preposition, 1 datum type noun to adverb, 1 datum type noun to adjective, 1 datum type noun to verb, 1 datum adverb to verb.
The researcher concludes that in every translation work the translator should not defend the class of word in the same class. Sometime changing the class of word is needed to get the relevant meaning. So, the reader can understand the meaning easily.

B. Suggestion
1. The researcher suggests in translating a text, the important thing is give more attention with the grammatical structure of language. Because in every country has different structure of language especially English and Indonesian which can make the class shift appears. But to avoiding the deviation meaning in class shift, the translator should find the exact diction. So that, the translator can resulting the good quality of translation.

2. To produce the good quality novel it should be know the target of reader. If the target reader for the children, the language that used should be using easy and polite language. So that the children can easy get the message from the novel and enjoy when read it.

3. For the next researcher who want to do analysing, choose the best seller novel, because the best seller novel has interesting story for read. So that the researcher will be motivated to analyse it.
BIBLIOGRAPHY

Books:


**Journals:**


**Internet:**


APPENDICESS

The covers of novel Diary of a Wimpy Kid and its translation Diary si Bocah Tengil.