A CLASS SHIFT TRANSLATION IN ENGLISH - INDONESIAN OF
“DIARY OF A WIMPY KID: CABIN FEVER” NOVEL

A Thesis

Submitted to the Letters and Humanities Faculty in Partial Fulfillment of the
Requirements for the Strata One Degree

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ABSTRACT


The research focused on analyzing the class shift of English novel Diary of Wimpy Kid: Cabin Fever. The method of this research is qualitative descriptive method by using J.C Catford theory to find class shift. The pattern of the class shift will be grouped according to their class words and analyze how the equivalence translation of the shifts. Based on the research finding, there are six types of class shift in English into Indonesian translation in the novel; verb to adjective, noun to adjective, noun to verb, verb to noun, adverb to adjective, adjective to verb. The shifts of the noun to adjective are mostly occured in this research. Almost all of the shifts achieve the equivalence translation.

Keywords: Translation, Class Shift, Equivalence translation.
APPROVEMENT

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2017
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The thesis entitled above has been defended before by Adab and Humanities
Faculty’s Examination Committee on December 5th, 2017. It has already been
accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, December 5th, 2017

Examination Committee

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DECLARATION

I hereby declare 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 nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, November 2017

Fajar Ihsan
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In the name of Allah, the most Gracious and most Merciful, All praises be to Allah who has authority upon all creations in the whole word, the real writer’s guide whose blessing and mercy have brought the writer until this point. Peace and prayer be upon the greatest prophet Muhammad SAW, his family, companion, and adherents.

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Jakarta, November 2017

The writer
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CHAPTER I
INTRODUCTION

A. Background of the Research

Translation has a very important role in solving communication problem among different languages. By translation, communication between human beings in various parts of the world can be done effectively. Nowadays, translation has main role in development of some fields, especially literature. One of literary works that is being famous currently is a novel. Many novels come from English and translated into Indonesian by translators but sometimes translators find some difficulties to translate them.

The difference of culture is the reason why the word, phrase, or expressions are difficult to translate. According to Larson the difficult problem of translation is the cultural differences between source language text (SL) and target language text (TL) (Larson, 1984: 137). Furthermore, an unaware mistake accidently happens in systemizing the language structure of the translated text. Anne Cluysennar in Susan Bassnett pointed that the translation should not work with general precept when determining what to preserve or parallel from the source language text, but should work with an eye ‘on each individual structure, whether it is prose or verse’ since ‘each structure will lay stress on certain linguistic feature or levels and on others’ (Bassnett, 2002: 82). It means analyzing the structure of the text is a crucial step
before translating a text as a whole. The analysis of the structure comprises the part of speech and the function of them.

The divergences of culture and linguistic system in source and target language will make translator getting some difficulties in translating. Without understanding in culture and linguistic system of source and target language, the translation will be difficult to be understood by readers. It means the translation is not only translating each words or phrases from source language into the target language, but it is looking for the equivalent of meaning or message in the source language which translated into target language in order to be understood by the readers.

English and Indonesian are two different languages which have different structural system of linguistics. Sometimes the translator finds some difficulties in finding the equivalence which caused by language system divergence across two languages. The grammatical divergence of the source language and the target language will automatically lead to some shift of sentence, clause, phrase, and word form which mentioned as translation shift that is termed by Catford or transposition by Newmark.

Catford divided the shift into two major types, namely: level shift and category shift (Catford, 1965: 73). Level shift means that SL item at one linguistic level has a target language translation equivalent at a different level. The category shifts are divided in structure shift, class shift, unit shift, intra system shift.

In this research the writer is interested in discussing class shift of a translated novel “Diary of Wimpy Kid: Cabin Fever” which published in 2011 by Amulet
Books. The writer will describe the class shift in that novel and analyze the equivalence of the shift. The writer does the research because the translator has an argument that translation process is begun from word level before the text. Then, the writer chooses “Diary of Wimpy Kid: Cabin Fever” because this novel is the bestselling and award winning children book in 2011 written by American author Jeff Kinney and translated by Maria Lubisin to Indonesian to be “Diary si Bocah Tengil: Demam Kabin”. This novel is the sixth novel of 11 series of Diary of Wimpy Kid.

Practically, class shift occurs in translation word, for example:

(1) SL: Well, I’m not a fan of that idea. (Page 6)

   TL: Yah, aku tidak menggemari ide itu. (Page 6)

The word fan in the source language has meaning *very keen supporter*. The translator translates *fan* to “menggemari” in the target language. “Menggemari” is formed by combining word gemar + prefix me- and suffix -i. The words combining by prefix me- and suffix-i in Indonesian are commonly verb. According to KBBI, “menggemari” has meaning “sangat menyukai”. In the source language, *fan* is classified as noun but then “fan” translated to “menggemari” in the target language which classified as verb. The translator does class shift from “fan” to “menggemari” which classified according to Catford’s theory of shift as noun to verb.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened above word level. When the data literally translated, the sentence will be *aku bukan*
penggemar ide itu. *I am not a big fan of* used to express that somebody doesn’t like something / someone very much. The source language has a similar counterpart in target language, but the context of use is different. So based on Mona Baker’s theory of equivalence, the translation above using translation by paraphrase to deal with the word equivalence in translation.

**B. Focus of the Research**

The research focuses on the Class shift especially *noun, pronoun, verb, adverb, adjective* and their equivalent in the target language by finding shift on the novel “*Diary of Wimpy Kid: Cabin Fever*” and its translation “*Diary si Bocah Tengil: Demam Kabin*”.

**C. Research Question**

According to the background of the research, the research questions which will be discussed by the writer are:

1. How are the class shifts applied from the source language into the target language text based on Catford’s theory?
2. How are the class shifts deal with translation equivalence of novel “*Diary of Wimpy Kid: Cabin Fever*” based on Mona baker’s theory?
D. Objective of Research

The analysis of this class shift is intended to:

1. To show how the class of words have been shifted by the translator in the novel “Diary of Wimpy Kid: Cabin Fever” based on Catford’s theory.

2. To describe the translation equivalences of the class shift that occurs in the novel “Diary of Wimpy Kid: Cabin Fever” and its translation based on Mona Baker’s theory.

E. Significance of Research

The result of this research gives many benefits for writer himself, the student of translation studies, and the readers who want to know further about translation shift especially on class shift and also give further information about translation equivalence. There are many parts of shift that can be evaluated based on the equivalence translation, whether the shifts achieve a good translation or not. The writer also expects this study will interest another researcher to analyze another shifts.

F. Research Methodology

1. Method of the Research

The writer uses a descriptive qualitative method. First, the writer reads the novel in English and its translation. Second, the writer marks the class shift. Next, the writer collects and classifies the data. Then, the writer identifies the equivalence of the class word that has been shifted to draw a conclusion.
2. Instrument of Research

Instrument of this research is the writer himself to get the data by reading both English novel and its translated novel sentence by sentence and comparing the data. Then the writer uses Oxford dictionary to identify the word class. Next, the writer underlines the selected data and categorizes the data. The writer also uses other instruments to support him in analyzing, and concluding the findings in the research such as, internet, and English-Indonesian dictionaries.

3. Unit of Analysis

Unit of Analysis of this study is novel “Diary of Wimpy Kid” which written by Jeff Kinney and publish by Amulet Books in 2011. The novel is translated from English into Indonesian by Maria Lubis “Diary si Bocah Tengil” and publishes in 2014 by Atria.

4. Technique of Data Analysis

The data will be analyzed based on Catford’s theory, that is translation shift especially class shift and the translation equivalence based on Mona baker’s theory. After getting materials, there are some steps need to be done:

1. Reading the meaning of selected data from source language and target language by using dictionary
2. Comparing the class words of the source language and target language
3. Classifying the selected data based on Catford’s theory of class shifts
4. Analyzing translation equivalence of shifts based on Mona baker’s theory
5. Concluding data related to class shifts and equivalence translation of shifts
CHAPTER II
THEORITICAL FRAM WORK

A. Previous Research

There are some researchers who related to the topic about translation shift. Some of them will be reviewed as follows:

The first previous research is an article by Edy Sunarto (2015). This research aims to identify the translation shifts of noun phrase found in the subtitling of Ice Age 4 movie by sagaz.net and to describe the equivalence of noun phrase subtitling found in the Ice Age 4 movie by sagaz.net. The data in this research are English and Indonesian movie subtitling by sagaz.net. The data source was in Ice Age 4 movie subtitle containing noun phrase. This research used descriptive qualitative research. The writer uses documentation technique to collect the data and the collected data are analyzed by using comparison technique.

The difference between Edy’s research and the writer’s research is Edy’s research focuses on noun phrase analysis by using all category shift theories but the writer’s research only focuses on class shift by analyzing the part of speech and using equivalence theory by Mona baker.

The second is a journal by Setyaningsih (2013). The research aims to categorize the translation shift and to give the markers of translation shifts of verb and verb phrase as well as portraying the equivalence of verb and verb phrase which is found
in the Avengers movie and its subtitling. The type of this research is descriptive qualitative. The researcher collects the data through documentation and analyzes them by comparing both English and Indonesian subtitling.

The difference between Setyaningsih’s research and the writer’s research is Setyaningsih’s research focuses on verb and verb phrase analysis by using all shift theories but the writer’s research only focuses on class shift theory by analyzing the part of speech and the equivalence theory by Mona baker.

The last is a thesis by Laily Magfiroh (2014). In this research the writer analyzes about the class shift found in English into Indonesian translation especially in Ms Wiz novel. The objective of the research is to find out whether the class shift occurred in translation process affects the meaning of the novel and vice versa, it doesn’t affect the meaning at all. This research focuses on the Catford’s theory of class shift. In this research the writer uses descriptive qualitative methods. As the result of the result in this analysis, Laily concludes that there are many class shifts occurred in novel translation. There are several alterations of forms that appear in this analysis, which is noun into verb form, verb into noun form, and adverb into adjective form.

The differences between Laily’s research and the writer’s research is Laily’s research only uses translation shift theory by Catford but the writer’s research uses translation shift theory by Catford and equivalent theory by Mona baker.
B. Translation Shift

The translation shift is introduced by Catford for the first time in 1965 through his research about translation from Russian and French as source languages into English as a target language. Catford defines that shifts or changes which occur in translation mean departures from formal correspondence in the process of going from source language (SL) into the target language (TL) (Catford, 1965: 73).

Meanwhile another translation expert, Newmark has the same concept in change of form in translation which is called by Transposition. Transposition is a change of one part of speech for another without changing the sense (larson, 2008: 57). Transposition is a translation procedure involving a change in grammar form SL to TL (Newmark, 1988: 85). Newmark divided this term into four types of shift.

Next Catford argued that there are two main types of translation shift, namely level shift and category shift. He divided category shift itself into four types; structure shifts, class shifts, unit shifts, and intra system. Level shift means that a source language item at one linguistic level has target language translation equivalence at a different level. Catford emphasize that level shift in language can occur between levels of phonology and graphology or between either of these level and the levels of grammar and lexis is impossible (Catford, 1965: 73). The example 2 below is shift at linguistic level is the shift from grammar to lexis.
(2) SL: Sam has eaten

TL: Sam sudah makan

In example (2), the form of ‘has eaten (has + past participle)’ is grammatical form in English, which indicates a period that continuous until now or to indicates a recent happening, while its translation in Indonesian is using ‘sudah’ which is a lexical form. Here, shift at one linguistic level (grammar) to different linguistic level (lexis) occurs.

The Second shift namely Category Shift which is departures from formal correspondence in translation. A formal correspondence is any TL category which may 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 instance, if both SL and TL operate with grammatical units at five ranks (an example might be English and French, both of which appear to have five ranks: sentence, clause, group, word, morpheme) we can say that there is formal correspondence between the two hierarchies of unit (Catford, 1965: 32).

Category shift is divided into four kinds, there are structural shift, class shift, unit shift (rank changes), intra-system shift (Catford, 1965: 76).

1. Structure-shift

Structure shift these are amongst the most frequent category shifts at all ranks in translation; they occur in phonological and graph logical translation as well as in total translation. Structure-shift is a type of category shift which involves a
change in grammatical structure between source language and target language. Structure is an arrangement of elements. Thus, the elements of English unit clause are P (predicator), S (subject), C (complement), A (adjunct). Structure shift is indicated by a situation when there are two languages which have different element of structure or arrangement of a sentence or a clause, sometimes also found in group (Catford, 1965: 77).

Example 3 below is Subject-verb-object structure in SL has translation equivalent Subject-Predicate structure in TL.

(3) SL: I cut my finger.

TL: Jariku teriris.

In the example (3), it can be found that the source language has different structure of sentence level and phrase level with the target language. The source language has sentence structure I (S) cut (V) my finger (O). Its translation has different sentence structure in the target language that is jariku (S) teriris (P). From its translation can be seen that subject I and verb cut in the source language is not translated in the target language.

2. Class-shift

Class shifts can occur when a source language item is translated with a target language to a different grammatical class. Class shifts is a type of category shift which involves translating a source language item by means of target language item belonging to a different grammatical class (Catford, 1965, p. 78), Example:
(4) SL: medical student (adj + noun).

TL: mahasiswa kedokteran (noun + noun).

In the example (4), the word medical in SL is an adjective, while its translation in TL kedokteran is a noun. Here, the translation equivalent has different class from the original item.

3. Unit-shift

Unit shift is translation shift which is occurring when translation equivalent in TL has a different rank from SL. In English grammar, we have unit such as sentence, clause, phrase, word, and morpheme.

Unit shift means changes of rank, that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL (Catford, 1965: 79). This shift can occur in translation there is change word to phrase, phrase to clause and in the next rank or reverse, for example:

(5) SL: before going to office.

TL: sebelum dia pergi ke kantor.

In example (5), word *Before going to office* in the SL, is phrase, while its translation equivalent in Indonesia, *sebelum dia pergi ke kantor*, is a clause, since it has a subject (dia) and predicate (pergi). The change of group in the SL to sentence in the TL is called unit shift, which is shift of phrase to clause pattern.
4. **Intra-system shift**

Intra system shift is used for those cases where SL and TL possess systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system (Catford, 1965: 78).

For instance, both Indonesia language and English have a system of number, but the numerical system is not essentially the same. Some nouns in English are always in plural form, but their translation equivalent in Indonesia language may take form of singular noun, such as in the following example:

(6) **SL:** this is our *victories*.

**TL:** inilah *kemenangan* kita.

In example (6), the word *victories* in English grammar is plural noun, while its translation in Indonesian the word *kemenangan* is singular noun. This is shift is called by *Intra System Shift* because both of SL and TL have non-corresponding system. It is impossible if *victories* in SL is translated into *kemenangan-kemenangan* in TL.

C. **Grammatical Structure of English**

English has unique grammatical elements in forming a sentence where the sentence is syntactically formed from the smallest element, namely words (Finoza, 2008: 75). We need to discuss about words because the sentence is made up of words that have different functions in forming relationship subject and predicate in English
grammatical. The words are classified according to their respective functions; it was called part of speech (Frank, 1972, p. 1). Part of speech consists of eight of words, they are: Noun, Pronoun, Adjective, Adverb, Preposition, Conjunction, Exclamation, Verb.

1. Noun

Noun is word that refers to a person, place or a thin, a quality or an activity (Oxford Learner’s Pocket Dictionary Fourth Edition: 2008). Noun has many types and here is classified by the meaning (Frank, 1972: 6).

a. Types of nouns:

a.1. Proper Nouns is noun begins with capital letter in writing included personal name, name of geographic unit, name of nationalities and religions, names of holidays, names of time units, words used for personification, for example:

(7) Mr. John went to Paris last year.

Mr. John is noun that includes in personal name.

a.2. Concrete or abstract Nouns. Concrete noun is word of physical object that can be perceived by the sense. Abstract noun is a word for a concept-it is an idea that exists in our minds only, for example:

(8) The flower is so beautiful.

The flower is noun that includes in concrete noun.
a.3. Countable or Uncountable Nouns. Countable noun can usually be made plural by addition of –s. An Uncountable noun is not used in plural, for example:

(9) Shane needs a cup of coffee.

Coffee is noun that includes in Uncountable noun.

a.4. Collective Nouns are words for a group of people, animal or objects considered as a single unit, for example:

(10) The government has made new policy.

The government is noun that includes in collective noun.

a.5. Noun compound refers to a group of words, but sometimes joined together into one vocabulary unit that function as a single part of speech, for example:

(11) Tim and Tony went to book store last week.

Book store is noun that includes in noun compound.

b. Function of nouns:

Noun may function not only in the central core of the sentence, but also in structure modification. These functions will be listed here along with their structural significance.

b.1. Function of nouns in central core:

b.1.1. Subject of verb. The verb here agrees with the subject in person and in number, for example:
(12) The girl is resting.

*The girl* is singular noun that has function as subject and the verb *is* agrees with the subject because *is* is singular verb.

b.1.2. Complement of verb. This completes the predication after the verb, for example:

(13) We need some money.

*Money* has function as complement from the verb *need*.

b.1.3. Subjective complement. Used after a linking verb to refer back to the subject, for example:

(14) Washington was the first President of United States.

The word *President* refers to the subject which is *Washington*.

b.1.4. Objective complement. An object following the direct object that has the same identity as the direct object.

(15) The country elected Washington President.

The word *President* refers to the object which is *Washington*.

b.2. Functions of nouns in modification structures:

b.2.1. Object of preposition. Completes the idea of time, direction, position, etc., begun by a preposition, for example:

(16) The student sat at his desk.

The word *desk* is noun that has function as object of preposition.

b.2.2. Noun adjunct. A noun used in adjective position before another noun, the two together forming a noun compound, for example:
(17) Mr. John, my lawyer, is very intelligent.
The word *lawyer* is noun that is re-identifying *Mr. John* as first noun.

2. **Pronoun**

Pronoun is a word that takes the place of a noun which already known or has already been mentioned (Frank, 1972: 20). This is often done in order to avoid repeating noun.

a. Types of pronouns:

a.1. Personal Pronouns. Personal pronouns have different form depending on their person (first, second, or third) and usually number (singular and plural).

a.1.1. The first person are *I, and we*. These pronouns refer to the person doing or speaking.

a.1.2. The second person whether singular or plural is always *you*, meaning the person being spoken to or addressed.

a.1.3. The third person refers to those being spoken or written about, they are: *he, she, and they*.

a.2. Possessive Pronouns. They are two main types of Possessive pronoun:

a.2.1. Adjective Possessive Pronoun (also kind of determiner, because they tell us more about following noun), they are: *my, your, his, her, their, our, its*. 


a.2.2. Pronominal Possessive Pronoun which are used on their own, they are: mine, yours, hers, his, ours, theirs, its.

a.3. Reflexive Pronouns. Reflexive pronoun reflect the action back to the self or subject, they are: myself, yourself, himself, herself, itself, themselves, ourselves.

a.4. Demonstrative Pronoun. These pronouns help us to demonstrate something or to point out things. They are: this, that, these, those. That and this for singular, these and those for plural.

a.5. Interrogative Pronouns. Interrogative pronouns introduce direct or indirect questions. They are: who, what, which, whose.

a.6. Relative Pronouns. Relative pronouns refer to noun antecedents which immediately precede them. They introduced adjective clauses in which they serve as subject or object. They are: that, which, who, whom, whose, whatever, whoever, and whomever.

a.7. Indefinite pronouns. Indefinite pronouns is divided into two, they are:

a.7.1. Indefinite person or thing. These pronouns are singular in form. They are: some-, any-, no-, every-.

a.7.2. Indefinite quantities. They are: all, another, both, few, little, many, more, etc.

a.8. Reciprocal pronouns. They are only two reciprocal pronouns, they are:

each other, and one another.
b. Functions of pronoun:

b.1 Subject of verb. The verb here agrees with the subject in person and in number, they are: I, you, we, they, he, she, and it.

b.2 Object of verb. Object that receive the action of verb, they are: me, you, him, her, it, them, and us.

b.3 Subjective complement. An object following the direct object that has the same identity as the direct object.

3. Adjective

Adjective is word that describes a noun and giving extra information about it. The function of adjectives is modifying noun and pronoun.

Adjective is divided into two kinds (Frank, 1972: 109), they are:

a. Determiners

Determiners consist of a small group of structure words without characteristic form. Determiners has some kinds, they are: Articles, Demonstrative adjectives, Possessive adjective, Numeral adjectives, Adjective of indefinite quantity, Relative and interrogative adjectives.

All of these determiners except the articles and the possessive adjectives of the personal pronouns may function as pronouns when not followed by nouns.
b. Descriptive adjectives

Descriptive adjectives usually indicate an inherent quality or a physical state. Some descriptive adjectives take the form of *Proper adjectives, Participle adjectives, Adjective compounds.*

Descriptive adjectives have special forms only for comparison. They are: *positive degree (two units are compared to an equal degree), comparative degree (two units are compared to an unequal degree), and superlative degree (two or more units are compared to unequal degree).*

4. Adverb

Adverb is word that adds information to a verb, adjective, phrase, or another adverb. Adverb can make meaning of the words stronger or weaker. Adverb has many types classified by meaning, they are:

a. Adverb of manner.

Adverbs of manner are used to tell us the way or how something is done, for example:

(18) Jean runs *quickly.*

b. Adverb of place and direction

Adverbs of place and direction are used to state place and the direction of occurrence of an activities or events, for example:

(19) They walked *here.*

c. Adverb of time

Adverb of time describes when the action of a verb is carried out.
Adverb of time has two types, they are:

c.1. Definite time

This kind of time has a fixed boundary in time, for example:

(20) We will go to the cinema tomorrow.

c.2. Indefinite time

This kind of time has no fixed boundary in time, for example:

(21) They always come late.

d. Intensify adverbs

d.1. Adverb of degree

Adverb of degree is used to discuss the degree or intensity of an adjective, an action, or another adverb, for example:

(22) Jack is very smart

d.2. Distinguishing adverb

Adverbs emphasize particular words or grammatical constructions, for example:

(23) Only Marry could not come to the party.

5. Preposition

Preposition is a word or group of words that is used with a noun, pronoun, noun phrase to show direction, location, time, or to introduce an object.

According to the function in the sentences, preposition divided into three kinds, preposition of time, preposition of position, preposition of direction (Frank, 1972: 164).
a. Preposition of Time

This preposition used for showing time and divided into three parts, they are:

1. One point of time : On, In, At
2. Extended time (duration) : Since, By, From-To, For, During, Within, Till or Until
3. Sequence of time : Before, After

b. Preposition of Place

This preposition used for showing position and divided into three parts, they are:

1. The point itself: In or Inside, On, At
2. Higher or lower than a point: Over, Above, Lower, Under, Underneath, Beneath, Below
3. Neighboring the point: Near, Next to, Alongside, Beside, Between, Opposite

c. Direction

This preposition used for showing movement, the words are: To-from, toward(s), In (to)-Out of, Up-Down, Around, Through, Past or by, As far as (up to).

The preposition has the function of connecting a noun or a pronoun to another word, usually noun, verb, or adjective.

6. Conjunction

Conjunction is the part of speech that is used to connect words, phrases, clauses, sentences.
Conjunction has two types according to their function. They are coordinate conjunction and subordinate conjunction (Frank, 1972: 164).

a. The coordinate conjunction is a conjunction that joins structural units that are equal grammatically, for example:

(24) He has been very ill *since* he had his accident

b. Subordinate conjunction is conjunction that joins an independent clause and dependent clause. The function of subordinate conjunction are illustrating of importance of the independent clause and providing a transition between two ideas in the same sentence by indicating a time, place, or cause and therefore affecting the relationship between the clauses, for example:

(25) He was injured *so* badly *that* he had to go to the hospital.

7. Exclamation

Exclamation is a word that expresses a strong emotion. Exclamation often stands on its own and in writing the exclamation ends with exclamation mark rather than period. Sometimes a period is used to lessen the force of the exclamation (Frank, 1972: 221), for example:

(26) *How beautiful she is!*

The example (26) shows an expression with strong emotion.

8. Verb

Verb is a word that expresses action or a state of being. Verb could be classified by complement of verb or classified by form of verb (Frank, 1972: 47).
a. Verb classified by complement of verb

The types of verb are divided according to the kind of complement they have. Because these types may cut across each other, a verb may belong to more than one type.

a.1. Predicating or Linking verb

A predicating verb is the chief word in the predicate that says something about the subject. The predicating word (or predicator) has traditionally been called a verb of “action”, for example:

(26) She wrote a letter.

The linking verb is a verb of incomplete predication; it merely announces that the real predicate follows. The important word in the complement is usually adjective and noun, for example:

(27) The milk taste sour.

a.2. Transitive or Intransitive

A transitive verb takes a direct object, for example:

(28) He is reading a book.

Intransitive verb does not require an object. Only transitive verbs may be used in the passive voice. All linking verbs are intransitive, example:

(29) He is walking in the park.

a.3. Reflexive verb

A reflexive is verb that takes objects refer back to the subject. Reflexive verb usually requires one of the compounds with –self (reflexive noun)
as its object. Reflexive verb often have non-reflexive use also, and can take objects that do not refer back to the subject, for example:

(30) He washed himself quickly.

b. Verb classified by form of verb

b.1. Lexical verbs or Auxiliary

Two or more words may be joined together into a single verb phrase that functions as the full verb of the predicate. The first part of verb phrase is the auxiliary, and the second part is the lexical verb (main verb) (Frank, 1972: 50). The lexical verb carries the chief burden of semantic content, for example:

(31) Sally buys a new car.

The auxiliary verb act as a helping verb to the lexical verb by adding either a structural element that marks differences in tenses, voice, mood, and aspect, or that signals questions and negatives; or a semantic coloring such as ability, possibility or necessity (modal auxiliary), for example:

(32) Frank has bought a new car.

b.2. Finite or Non-finite (infinite)

The form for these verbs is determined by the function which the verb has in a sentence. A finite verb is a lexical verb with or without auxiliaries that acts as the full verb in the predicate, for example:

(33) Kane opens the door.
Non-finite (or finite) verbs are incomplete verb forms that function as other parts of speech than verbs. They consist of the infinitive form (to + the simple form of the verb) and the participle –ing and –ed forms. Participle used as an adjective to modify noun. The form –ing also could be function as subject and object named gerund, for example:

(34) Manny likes talking to the teacher.

_Talking_ is noun (a gerund) used as the object of _likes_.

D. Grammatical Structure of Indonesian

Traditionally, words in Indonesian are classified into ten types. The classifications are conducted by the linguists based on the solid argument and then popularized by Sultan Takdir Alishjabana and followed by several writers of Indonesian grammar (Finoza, 2008: 77). The words are kata benda (Noun), kata kerja (Verb), kata sifat (Adjective), kata ganti (Pronoun), kata keterangan (Adverb), Kata bilangan (Numeral), kata sambung (Conjunction), kata sandang (Article) kata seru (Interjection), kata depan (Preposition).

By developing of linguistics, Depdikbud RI is divided word class into five types, they are:

1. _Verba_ (verb)
2. _Ajektiva_ (adjective)
3. _Adverbia_ (adverb)
4. _Rumpun kata benda_ (group of noun)
   a. _Nomina_ (noun)
b. Pronomina (pronoun)
c. Numeralia (numeral)

5. Rumpun kata tugas
   a. Preposisi (preposition)
   b. Konjungtor (conjunction)
   c. Interjeksi (interjection)
   d. Artikula (article)
   e. Partikel penegas

1. Kata kerja / Verba (Verb)

Kata kerja atau dalam Inggris disebut verb adalah kata yang menyatakan perbuatan atau tindakan, proses, dan keadaan yang bukan merupakan sifat atau kualitas. (Word that express an action or act, process, and event which is not part of trait or quality) (Finoza, 2008: 78). Generally, kata kerja or verba has a function as predicate in the sentences and also verba can be identified and distinguished from other Indonesian part of speech because verba has some characteristics (Kebudayaan, 2000: 87):

   a. Verba memiliki fungsi utama sebagai predikat atau sebagai inti predikat dalam kalimat walaupun dapat juga memiliki fungsi lain. (verb has main function as predicate or core of predicate in the sentences although verba also has another functions.), for example:

   (35) Pencuri itu lari.

Lari is verba that show an action of the subject (pencuri). In this sentence, lari has the function as predicate.
b. *Verba mengandung makna inheren perbuatan (aksi), proses, atau keadaan yang bukan sifat atau kualitas.* (Verb has inherent meaning of act, process, and event which is not part of trait or quality.)

(36) Bom itu seharusnya tidak meledak.

Meledak is verba that show a process. In this sentence, *meledak* has function as core of predicate.

c. *Verba, khususnya yang mengandung makna keadaan, tidak dapat diberi prefiks ter- yang berarti ‘paling’.* (verba, especially which describe a state or condition can’t be attached prefix which has meaning superlative *ter-*.)

(37) Orang asing itu tidak akan suka masakan Indonesia.

Suka is verba that show a condition. In this sentence, *suka* has function as core of predicate.

d. *Pada umumnya verba tidak dapat bergabung dengan kata-kata yang menyatakan kesangatan.* (Generally, verb can’t be combined with word that express excessive.)

(38) Agak belajar.

There will not a combination between word *agak* and *belajar*.

From the example 35-38, we can see that there are two kinds of kata kerja (verb). The first is kata kerja asal (common verb), verb that can be stand alone in the sentence without affixation.

(39) Mereka *pergi* ke pantai (they go to the beach).
The second is kata kerja turunan (derivative verb), is verb that has affixation. Affixation is adding or attaching prefix, infix, and suffix to the basic word.

(40) Saya *bertemu* Jesica di sekolah (I meet Jesica at school).

To make the explanation easier to be understood, Table below shows verbs that attached affixation.

<table>
<thead>
<tr>
<th>Afiks</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefiks</td>
<td></td>
</tr>
<tr>
<td>ber-</td>
<td>Berbuat, berkarya, bertemu, berlayar</td>
</tr>
<tr>
<td>di-</td>
<td>Dibawa, dipakai, dibahas</td>
</tr>
<tr>
<td>me-</td>
<td>Melatih, membaca, mendengar</td>
</tr>
<tr>
<td>per-</td>
<td>Perkuat, perindah, peruncing</td>
</tr>
<tr>
<td>ter-</td>
<td>Terjual, tersenyum, tertimbun</td>
</tr>
<tr>
<td>sufiks</td>
<td></td>
</tr>
<tr>
<td>-i</td>
<td>Namai, gulai, tandai</td>
</tr>
<tr>
<td>-kan</td>
<td>Maafkan, matikan, camkan</td>
</tr>
<tr>
<td>konfiks</td>
<td></td>
</tr>
<tr>
<td>ber- + -an</td>
<td>Bepergian, berpelukan, berlarian</td>
</tr>
<tr>
<td>Ber +-kan</td>
<td>Beralaskan, bermandikan</td>
</tr>
<tr>
<td>di- + -i</td>
<td>Dipengaruhi, diselimuti</td>
</tr>
<tr>
<td>di- + -kan</td>
<td>Dibuatkan, dibacakan</td>
</tr>
<tr>
<td>Ke- + -an</td>
<td>Kejatuhan, kemasukan</td>
</tr>
<tr>
<td>Me- + -i</td>
<td>Mewarnai, membiayai</td>
</tr>
<tr>
<td>Mem- + per-</td>
<td>Mewarnai, mengadili</td>
</tr>
<tr>
<td>Memper- + -i</td>
<td>Memperingati, memperbaiki</td>
</tr>
<tr>
<td>Memper- + -kan</td>
<td>Mempertanyakan, mempertemukan</td>
</tr>
<tr>
<td>Me- + -kan</td>
<td>Meluruskan, membuatkan</td>
</tr>
<tr>
<td>Per- + -i</td>
<td>Perbaiki, persenjatai</td>
</tr>
<tr>
<td>Per- + -kan</td>
<td>Peringatkan, pertemukan</td>
</tr>
</tbody>
</table>

Table. 2.4.1 (Affixation of verb)

In addition to the table (2.4.1), the derivative verbs can also be formed by Transposisi, and Reduplikasi. Transposisi is *pemindahan dari satu kelas kata ke kelas kata yang lain tanpa perubahan bentuk* (removal of one class of words to another class without changing the form), for example: (41) jalan (kata benda) and jalan (kata kerja). Reduplikasi is *perulangan suatu dasar kata, baik dengan tambahan afiks maupun tidak* (repetition of basic word with or without affixation), for example: (42) mencorat-coret.

2. **Kata sifat / Adjectiva (adjective)**

Adjectiva adalah *kata yang memberikan keterangan yang lebih khusus tentang sesuatu yang dinyatakan oleh nomina dalam kalimat* (word that gives special information about something that is expressed by noun in the sentence) (Kebudayaan, 2000: 171). Adjectiva has function as predicate, object, modifier noun.
In term of its form, adjectiva is distinguished into three kinds: adjectiva bentuk dasar (common adjective), adjectiva turunan (derivative adjective), adjectiva bentuk ulang (reduplication adjective). Common adjective is adjective that has no additional affixation and only has one morpheme, for example: (43) Sasha terlihat cantik hari ini (Sasha looks beautiful today). Derivative adjective is adjective that formed by affixation both suffix and konfix. Most of derivative adjective is formed by suffix which taken by English and Arabic, for example: (44) buku ini praktis untuk dibaca (this book is practice to read). Reduplication adverb is adjective which the form has repetition of basic word with or without affixation, for example: (45) Toni bertingkah kekanak-kanakan (Toni acts childish).

Table below shows adjectiva that attached affixation.

<table>
<thead>
<tr>
<th>Afiks</th>
<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td>sufiks</td>
<td>formal, nasional, normal</td>
</tr>
<tr>
<td></td>
<td>abadi, alami, hewani</td>
</tr>
<tr>
<td></td>
<td>lahirlah, ilmiah, alamiah</td>
</tr>
<tr>
<td></td>
<td>aktif, fiktif, reaktif, agresif</td>
</tr>
<tr>
<td></td>
<td>magnetik, elektronik, heroik</td>
</tr>
<tr>
<td></td>
<td>praktis, anarkis, egois</td>
</tr>
<tr>
<td></td>
<td>komplementer, parlementer</td>
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<tr>
<td></td>
<td>manusiawi, kimiawi, surgawi</td>
</tr>
<tr>
<td>konfiks</td>
<td>keingris-ingrisan, kekanak-kanakan</td>
</tr>
<tr>
<td></td>
<td>kebanci-bancian</td>
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<tr>
<td></td>
<td>sebaik-baiknya, sepandai-</td>
</tr>
</tbody>
</table>
3. Kata keterangan / Adverbia (Adverb)

Kata keterangan adalah kata yang menerangkan verba, adjektiva, nomina, adverb lain, frasa preposisi, dan juga seluruh kalimat (adverb is word that describe verb, adjective, noun, adverb, prepositional phrase, and whole sentences) (Finoza, 2008: 83). The position of adverb is preceding or following the word described.

Semantically, adverb can be divided into eight kinds

a. Adverbia kualitatif (adverb of quality)

Adverbia kualitatif adalah adverbia yang menggambarkan makna yang berhubungan dengan tingkat, derajat dan mutu (adverb which describes the meaning which is related with level, degree, and quality), for example:

(46) Permainannya kurang sempurna.

b. Adverbia kuantitatif (adverb of quantity)

Adverbia kuantitatif adalah adverbia yang menggambarkan makna yang berhubungan dengan jumlah (adverb which is describes the meaning which is related with quantity), for example:

(47) Lukanya banyak mengeluarkan darah.
c. Adverbia limitatif (adverb of limitation)

Adverbia limitatif adalah *adverbia yang menggambarkan makna yang berhubungan dengan dengan pembatasan* (adverb which is describes the meaning which is related to limitation), for example:

(48) Obat itu *hanya* menghambat penyembuhan penyakit.

d. Adverbia frekuentatif (adverb of frequency)

Adverbia frekuentatif adalah *adverbia yang menggambarkan makna yang berhubungan dengan tingkat kekerapan terjadinya sesuatu yang diterangkan oleh adverb itu* (adverb which is describes the meaning which is related to level of frequency of something that explained by the adverb), for example:

(49) Kami *selalu* makan malam bersama-sama.

e. Adverbia kewaktuan (adverb of time)

Adverbia kewaktuan adalah *adverbia yang menggambarkan makna yang berhubungan dengan saat terjadinya peristiwa yang diterangkan oleh adverb itu* (adverb which is describes the meaning which is related to the time of event of something that explained by the adverb), for example:

(50) Kami berlima akan *segera* menyepakati maksalah itu.

f. Adverbia kecaraan (adverb of manner)

Adverbia kecaraan adalah *adverbia yang menggambarkan makna yang berhubungan dengan bagaimana peristiwa yang diterangkan oleh adverb*
itu berlangsung atau terjadi (adverb which is describes the meaning which is related how the event is described or explained by the adverb happened), for example:

(51) Kami akan menyelesaikan tugas itu secepatnya

g. Adverbia kontrastif (adverb of contrary)

Adverbia kontrastif adalah adverbia yang menggambarkan pertentangan dengan makna atau hal yang dinyatakan sebelumnya (adverb which is describe contrary with meaning or something explained before), for example:

(52) Siapa bilang dia kikir, justru dia yang menyumbang paling banyak

h. Adverbia keniscayaan (adverb of certainty)

Adverbia keniscayaan adalah adverbia yang menggambarkan makna yang berhubungan dengan kepastian tentang keberlangsungan atau terjadinya peristiwa yang dijelaskan adverbia (adverb which is describes the meaning which is related with certainty of the event explained by the adverb), for example:

(53) Kami pasti akan menemukannya nanti.

Based on the form adverb is divided into two groups. They are adverbia tunggal (single adverb) and combined adverb. The single adverb can be specified into three forms the first is kata dasar (common adverb), kata berafiks (affixation adverb), kata ulang (reduplication adverb).
The table below shows adverb forms

<table>
<thead>
<tr>
<th>Adverbia Tunggal</th>
<th>Adverbia Gabungan</th>
</tr>
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<tbody>
<tr>
<td><strong>Kata Dasar</strong></td>
<td><strong>Kata Berafiks</strong></td>
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<td>Banyak</td>
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Table 2.4.3 (Affixation of Adverb)
4. **Rumpun Kata Benda (group of word)**

a. **Kata benda / Nomina (noun)**

Kata benda adalah *kata yang mengacu pada suatu benda baik konkret atau abstrak* (noun is word that refers to the object either concrete or abstract) (Finoza, 2008: 85). Noun can be identified in terms of semantic, syntactic, and morphology.

In semantic terms, nouns refer to human, animals, things and concept or definition, for example: (54) *Kuda hijau saya merokok selusin jeruk*

The grammatical of the sentence above is right and can be understood but semantically the sentence has ambiguity. We know that *kuda* (horse) has no green color and also it is impossible if *kuda merokok* (smokes) and the last there is no *jeruk* (orange) which can be smoked. Although the structure of the sentence can be accepted but the meaning of the sentence is illogical.

In syntactic terms, noun has some characteristic:

1. In the sentence which use verb as predicate, nomina has a function as subject, object, and complement, for example:

   (55) Ayah mencarikan saya pekerjaan

2. Nomina is unable to be negative form using Tidak, and we use the word *Bukan* to change the negative form, for example:

   (56) Ayah saya bukan guru
3. Generally, nomina can be followed by adjective both directly and using word ‘*yang*’, for example:

   (57) Buku baru / buku yang baru

In morphology terms, noun can be divided into two kinds, nomina bentuk dasar (common nomina) dan nomina turunan (derivative noun). Derivative noun can be formed by affixation, reduplication, and compounding.

Noun affixation is *suatu proses pembentukan nomina* dengan *menambahkan afiks tertentu pada kata dasar* (noun affixation is a process of adding or attaching certain affix into basic word).

The table below shows noun that attached affixation:

<table>
<thead>
<tr>
<th>Afiks</th>
<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefiks</td>
<td>ke-, pe-, ter-</td>
</tr>
<tr>
<td></td>
<td><em>Ketua, kekasih, kehendak</em></td>
</tr>
<tr>
<td></td>
<td><em>Petinju, pembela, pendaftar,</em></td>
</tr>
<tr>
<td></td>
<td><em>Terdakwa, tersangka, tertuduh</em></td>
</tr>
<tr>
<td>Sufiks</td>
<td>-an</td>
</tr>
<tr>
<td></td>
<td><em>Pikiran, tepian, timbangan</em></td>
</tr>
<tr>
<td></td>
<td><em>Hadirin, muslimin</em></td>
</tr>
<tr>
<td></td>
<td><em>Ilmuan, karyawan,</em></td>
</tr>
<tr>
<td></td>
<td><em>olahragawan</em></td>
</tr>
<tr>
<td>Infiks</td>
<td>-em-</td>
</tr>
<tr>
<td></td>
<td><em>Kemuning, kemilau</em></td>
</tr>
<tr>
<td>-el-</td>
<td>Telunjuk, pelatuk, telapak</td>
</tr>
<tr>
<td>-er-</td>
<td>Serabut, seruling</td>
</tr>
<tr>
<td>-in-</td>
<td>Kinerja, kinasih</td>
</tr>
</tbody>
</table>

| Konfiks | ke-+-an pe-+-an | Kehidupan, kemauan, keterangan Pegunungan, pembelian, pendidikan, penggambaran, perdagangan |

Table. 2.4.4 (Affixation of Noun)

Reduplication noun is *proses penurunan kata dengan perulangan, baik secara utuh maupun secara sebagian* (repetition of basic word by repeating whole words or just in part), for example: (58) rumah-rumah.

Compounding noun is divided into two kinds, *nomina dasar majemuk* (basic compound noun) and *nomina majemuk berafiks* (compound noun affixed). Basic compound noun is *nomina majemuk yang komponennya terdiri dari kata dasar* (compound noun which the component consists of basic word), for example: (59) kutu buku.

Compound noun affixed is *nomina majemuk yang salah satu atau kedua komponennya mempunyai afiks* (compound noun which one or two of the components has affixation), for example: (60) penyakit *menular*.

b. Kata ganti / Pronomina (pronoun)

Pronomina adalah *kata yang dipakai untuk mengacu kepada nomina lain* (word which is used to refer to others words) (Kebudayaan, 2000:
249). Pronominal has functions as subject, object, and also predicate in some kinds of Indonesian sentences. The reference of predicate can be different because it depends on the subject, for example: (61) Saya dan adik sedang belajar. Kami belajar bersama di kamar.

In Indonesian pronomina can be divided into three kinds, they are Pronomina Persona, Pronomina Penunjuk, Pronomina Penanya.

b.1. Pronomina Persona

Pronomina persona adalah pronomina yang dipakai untuk mengacu pada orang (pronomina that is used to refer to people). Based on the function, pronomina persona is divided into three forms they are:

b.1.1. Pronomina persona pertama adalah pronomina yang mengacu pada diri sendiri (pronoun that refers to oneself), for example:

(62) saya, kami, kita.

b.1.2. Pronomina persona dua adalah pronomina yang mengacu pada orang yang diajak bicara (pronoun that refers to people we invite to speak), for example:

(63) kamu, kau, anda.

b.1.3. Pronomina persona tiga adalah pronomina yang mengacu pada orang yang dibicarakan (pronoun that refers to people that spoken by us), for example:

(64) dia, mereka.
b.2. Pronomina Penunjuk

Pronomina penunjuk adalah *kata ini dan itu yang digunakan untuk menggantikan nomina* (the word ‘this’ and ‘that’ which is used to change the noun), for example:

(65) ini, itu, anu.

b.3. Pronomina Penanya

Pronomina penanya adalah *pronomina yang digunakan untuk menanyakan benda (orang atau barang)* (pronomina which is used to ask about object (people or things), for example:

(66) siapa, apa, kapan.

c. Numeralia

Numeralia adalah *kata yang dipakai untuk menghitung banyaknya maupun (orang, binatang, atau benda) dan konsep* (word which is used to calculate the number of entities (people, animals, or things and concept)

(Kebudayaan, 2000: 275), for example:

(67) tiga, setengah, dua lusin.

5. Rumpun Kata Tugas

a. Kata Depan / Preposisi (Preposition)

Kata depan atau preposition adalah *kata tugas yang selalu berada di depan kata benda, kata kerja, kata sifat, atau kata keterangan* (preposition is word which precedes noun, verb, adjective, adverb)

(Finoza, 2008: 89). Preposition is divided into two kinds based on the
form, they are *preposisi tunggal* (single preposition) and *preposisi majemuk* (compound preposition).

a.1. Preposisi Tunggal

Preposisi tunggal adalah *preposisi yang hanya terdiri atas satu kata* (single preposition which is formed one word). The form of preposisi tunggal can be basic preposition and derivative preposition, for example:

(68) dari, bagaikan, beserta.

a.2. Preposisi Majemuk

Preposisi majemuk adalah *preposisi yang terdiri dua preposisi yang saling berkorelasii* (compound preposition is preposition which consists of two words that have correlation each other, for example:

(69) Sampai dengan, selain dari.

b. Kata Sambung / Konjungsi (Conjunction)

Kata sambung adalah *kata tugas yang berfungsi menghubungkan dua kata atau dua kalimat* (word which has function to correlate two words or two sentences) (Finoza, 2008: 91), for example:

(70) Anda pasti berhasil *kalau rajiin belajar*.

c. Kata Seru / Interjeksi (Interjection)

Kata seru adalah *kata tugas yang dipakai untuk mengungkapkan seruan hati seperti kagum, sedih, heran, dan jijik* (interjection is word
which is used to express the feeling like amazed, sad, astonished, disgusted), for example:

(71) *Aduh*, gigiku sakit!

d. Kata Sandang / Article (Article)

Kata sandang adalah *kata yang membatasi makna nomina* (word that restrict noun meaning) (Kebudayaan, 2000: 304).

(72) *Sang* guru, *para* petani, *si* cantik.

e. Partikel Penegas

*Kategori partikel penegas meliputi kata yang tidak tertakluk pada perubahan bentuk dan hanya berfungsi menampilkan unsur yang diiringinya* (The category of *partikel penegas* includes words that are not subjected to change in the form and only has function to show the element that followed) (Kebudayaan, 2000: 307), for example:

(73) *Kemanakah* anak-anak pergi?

E. Equivalence in Translation

1. Definition of Equivalence

Equivalence has been central issue for a long period of time in translation theory. In his opinion about the translation equivalence, Nida stated that since no two languages are identical, either in the meanings given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences; it stands to reason that there can be no absolute correspondence
between languages (Venuti, 2000: 126). That is, there are no such things are identical equivalents. Therefore, a translator must seek to find the closest possible equivalent (Venuti, 2000: 129).

Equivalence in Translation is the similarity between a word or expression in one language and its translation in another. Translation equivalence occurs when SL and TL text or item are relatable to the same feature of substance (Venuti, 2000: 124). That means a word of expression in both SL and TL have the similar meaning. Meaning equivalence is more needed in translation than only replacing a text from SL into TL, so that it can be understood by target readers.

Catford states that translation equivalence as an empirical phenomenon, discovered by comparing SL and TL text; and, on the other hand, the underlying condition, or justification, of translation equivalence (Catford, 1965: 33). Besides that, in accordance to Mona Baker, she states that equivalence as the relationship of SL and a TL that has allowed the TL to be considered as a translation of the SL in first place.

Another definition is conveyed by Baker. According to her, equivalence is any meaning from the source language (SL) which expresses same meaning in the target language (TL). She suggested a more detailed list of strategies to analyze the notion of equivalence, beginning from word level, and above word level, continues with grammatical, textual, and pragmatic equivalence (Nida, 2000, p. 96).
2. **Types of Equivalence**

According to Mona Baker, she distinguishes types of equivalence in five types; the first is called by at word level equivalence. At word equivalence is occur when the translator starts analyzing the SL, the translator looks at the word level as single units in order to find a direct ‘equivalent’ term in the TL. For example, in SL *this is the day when they were together* is translated into *Inilah hari ketika mereka bersama*. It seems that the translator translates that sentence with their equivalent in TL. Baker gives a definition of the term word since it should be remembered that a single word can sometimes be assigned different meanings in different languages and might be regarded as being a more complex unit or morpheme.

Finding the equivalence at word level may finds some difficulties because sometimes the target language has no direct equivalence for a word which occurs in the source language, it is called non equivalence at word level (Baker, 1992:20). According to Baker, there are some common problems of non-equivalence at word level:

a. Culture specific concepts

The source language word may express a concept which is totally unknown in the target language.

b. The source language is not lexicalized in the target language
The source language word may express a concept which is known in the target culture but simply not lexicalized, that is not “allocated” a target language word to express it.

c. The source language word is semantically complex

The source language word may be semantically complex.

d. The source and the target language make different distinctions in meaning

The target language may make more or fewer distinctions in meaning than source language.

e. The target language lacks a superordinate

The target language may have specific word (hyponyms) but no general word (superordinate) to head the semantic field.

f. The target language lacks a specific term (hyponyms)

The language tends to have general words (superordinate) but lack specific one (hyponyms).

g. Differences in physical or interpersonal perspective

Physical perspective has to do with where things or people are in relation to one another or to a place. Perspective may also include the relationship between participants in the discourse.

h. Differences in expressive meaning

There may be a target language word which has the propositional meaning as the source language word, but it may have a different expressive meaning.
i. Difference in form

There is often no equivalent in the target language for a particular form in the source language.

j. Differences in frequency and purpose of using specific forms

Event when a particular form does have a ready equivalent in the target language, there may be different in the frequency with which it is used.

k. The use of loan words in source language

Some words are often lost in translation because it is not always possible to find a loan word with the same meaning in the target language.

Mona Baker also gives the strategy for dealing the problems of the equivalent at word level, there are:

   a. Translation by a more general word
   b. Translation by a more neutral/less expressive word
   c. Translation by cultural substitution
   d. Translation using a loan word or loan word plus explanation
   e. Translation by paraphrase using a related word
   f. Translation by paraphrase using unrelated word
   g. Translation by omission
   h. Translation by illustration

The second equivalence is above word level which can be occurred when words start combining with other words to form stretches language (Baker, 1992: 46). This equivalence usually used to translate idioms and collocations. For
example, in SL I cannot go to Bali this week, can I take a rain check is translated into saya tidak bisa pergi minggu ini, bisakah saya pergi di waktu yang akan datang. The word take a rain check is an idiom that has meaning refuses an invitation but has a possibility to accept in in future.

The next equivalence is grammatical equivalence. Grammatical equivalence can be occurred when referring to the diversity of grammatical categories across languages. She notes that grammatical rules may vary across languages and this may pose some problems in terms of finding a direct correspondence in the TL. For example in SL Lions are wild animal. The SL is a plural sentence but it can be translated into singular in TL into Singa adalah hewan liar or plural sentence in TL into Semua singa adalah hewan liar. We cannot translate into para singa adalah hewan liar or kaum singa adalah hewan liar because the word kaum and para is used for human although kaum and para is used for plural sentence.

Further equivalence by Baker is textual equivalence, when referring to the equivalence between a SL and a TL text in the terms of information and cohesion. There are three factors that affect to textual equivalence; they are the target audience, the purpose of translation and the type of text. For example in SL In China this book received a great deal of publicity translated into Di China buku ini mendapat banyak publisitas. The word In China is a theme that explain what the sentence is about, and this book received a great deal of publicity is a rheme that explain what the speaker says about the theme.
The last equivalent based on Baker is called by pragmatic equivalence. It can be occurred when referring to implicatures and strategies of avoidance during the translation process. Implicature is not about how is explicitly said but what is implied. Therefore, the translator needs to work out implied meaning in translation in order to get the ST message across.

Different with Baker, Eugene Nida differentiated types of equivalence into two types; one which is called Formal Equivalence (F-E) and another which is primarily Dynamic Equivalence (D-E) (Venuti, 2000: 129). Nida defines formal equivalence focuses attention on the message itself, in both form and content. In such a translation one is concerned with such correspondence as poetry to poetry, sentence to sentence, and concept to concept. Viewed from this formal orientation, one is concerned that the message in the receptor language should match as closely as possible the different elements in the source language. This means, for example, that the message in the receptor culture is constantly compared with the message in the source culture to determine the standards of accuracy and correctness.

Such a formal equivalence (F-E) translation is basically source oriented, that is, it is designed to reveal as much as possible of the form and content of the original message.

Another one is Dynamic Equivalence (D-E) may be describe as a translation principle according to which a translator seeks to translate the meaning of the original in such a way that the TL wording will trigger the same impact on the TC
audience as the original wording did upon the ST audience. The distinction
dynamic vs. formal equivalence is best seen in relative term, as points on a cline.
The two methods are not absolute techniques but rather general orientations.

Meanwhile, Catford distinct the equivalence into two kinds, they are formal
correspondence and textual equivalence. Which the formal correspondence exists
between items in the original and translated texts whenever category in the target
language system occupies the same position as does the correspondence category
in the source language. While the textual equivalence is any TL form (text or
position of text) which is observed to be the equivalent of a given SL form
(textual or position of text).
A. Data Description

In data description, the writer focus on analyzing class shift and its equivalence in *Diary of Wimpy Kid* and its translated novel. The writer does the research based on the theory of shift postulated by Catford and to examine the translation equivalence, the writer uses Mona baker’s theory. In process of collecting data, the writer reads carefully both the novels sentence by sentence to find out class shift occurred from source language to target language.

After reading and comparing both the novels carefully to find class shift occurred in the novel, the writer finds that there are six types of class shift; verb to adjective, noun to adjective, noun to verb, verb to noun, adverb to adjective, adjective to verb.

From the total number of class shift in the data, there are 20 class shift divided by 4 shift of verb to adjective, 7 shift of noun to adjective, 3 shift of noun to verb, 3 shift of verb to noun, 2 shift of adverb to adjective, and 1 shift of adjective to verb. The data description are tabulated as follows:
<table>
<thead>
<tr>
<th>No</th>
<th>Source Language Text</th>
<th>Target Language Text</th>
<th>Translational Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>……………and knows when you’re awake really creeps me out.</td>
<td>…………… dan mengetahui kapan kita bangun benar-benar membuatku ngeri.</td>
<td>Verb to Adjective</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Sparks broke his collarbone, and I heard he’s suing the school over it.</td>
<td>Tulang selangka Mr. Sparks patah, dan aku mendengar dia menuntut sekolah karenanya.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>…….., so it bugged me to see him prancing around the playground like that.</td>
<td>…….., jadi aku kesal melihatnya berderap mengelilingi taman bermain seperti itu.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>…….., so I just try to overlook the things he does that annoy me.</td>
<td>…….., jadi aku berusaha mengabaikan semua tingkahnya yang membuatku sebal.</td>
<td>Noun to Adjective</td>
</tr>
<tr>
<td>5</td>
<td>…….., even though it might’ve looked that way from a distance.</td>
<td>…….., meskipun mungkin terlihat seperti itu dari jauh.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>…….., we had a bunch of them last year.</td>
<td>…….., ada banyak penindas tahun lalu.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>A few years ago I forgot to write out a wish list, and I paid the price for it.</td>
<td>Beberapa tahun lalu aku lupa menuliskan daftar keinginan, dan aku harus membayar mahal.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>By this point Rowley was really getting on my nerves, and I realized we’d better change gears or we were gonna end up in a fight, as usual.</td>
<td>Kali ini, Rowley benar-benar membuatku kesal, dan aku menyadari, sebaliknya kami mengubah permainan jika tidak ingin berakhir dengan bertengkar, seperti biasa.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>But Dad didn’t seem to appreciate the humor in that.</td>
<td>Tapi, Dad sepertinya tidak merasa itu lucu.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>…….., but the guy who works there told me the autograph was a forgery.</td>
<td>…….., tetapi lelaki yang bekerja disana berkata bahwa tanda tangan itu palsu.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I think he must have thought I</td>
<td>Kupikir dia pasti berpikir</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Source Language Text</td>
<td>Target Language Text</td>
<td>Translation Shift</td>
</tr>
<tr>
<td>----</td>
<td>----------------------</td>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1</td>
<td>said “<strong>Peas</strong> be with you,” like the vegetable.</td>
<td>aku berkata “Semoga <strong>ramai</strong> bersamamu”</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Well, I’m not a <strong>fan</strong> of that idea.</td>
<td>Yah, aku tidak <strong>menggemari</strong> ide itu.</td>
<td><strong>Noun to Verb</strong></td>
</tr>
<tr>
<td>13</td>
<td>……………, and when he woke up and found out we were decorating the tree without him, he had a total <strong>meltdown</strong>.</td>
<td>……………, dan ketika dia bangun dan menemukan bahwa kami sedang mendekorasi pohon tanpa dirinya, dia benar-benar <strong>mengamuk</strong>.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mom said she felt bad about <strong>forging</strong> Kenny Centazzo’s autograph, ……….</td>
<td>Mom berkata dia merasa tidak enak telah <strong>memalsukan</strong> tanda tangan Kenny Centazzo, ……….</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>………., mom had gotten my book <strong>signed</strong>.</td>
<td>………., mom telah mendapatkan <strong>tanda tangan</strong> di bukuku.</td>
<td><strong>Verb to Noun</strong></td>
</tr>
<tr>
<td>16</td>
<td>One of the things mom was really sad about was a “spoon carousel” Gammie <strong>gave</strong> us five or six years ago.</td>
<td>Salah satu benda yang membuat mom sangat sedih adalah “karusel sendok” <strong>pemberian</strong> Gammie lima atau enam tahun lalu.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>But based on what’s <strong>written</strong> in my book now, I’m guessing Kenny Centazzo didn’t hear my name correctly.</td>
<td>Tapi, berdasarkan <strong>tulisan</strong> di bukuku sekarang, kukira Kenny Centazzo tidak mendengar namaku dengan tepat.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>We realized we were gonna have to come up with some more pages for people to take our newspaper <strong>seriously</strong>,……..</td>
<td>Kami sadar surat kabar harus memiliki lebih banyak halaman agar orang-orang mengganggapnya <strong>serius</strong>, ……….</td>
<td><strong>Adverb to Adjective</strong></td>
</tr>
<tr>
<td>19</td>
<td>Believe or not, this isn’t the first time I’ve been <strong>falsely</strong> accused of a crime.</td>
<td>Percaya atau tidak, ini bukan pertama kalinya aku mendapat tuduhan kejahatan <strong>palsu</strong>.</td>
<td></td>
</tr>
</tbody>
</table>
Table 3.1
Data Description

B. Data Analysis

From the tabulated data above, the writer tries to analyze the selected data by categorizing them into the types of shift and observing the equivalence in these shift using relevance theories. The data can be analyzed as follows:

**Verb to adjective**

**Data 1**

Source language: ..........and knows when you’re awake really \textit{creeps} me out. (Page 2)

Target language: .......... dan mengetahui kapan kita bangun benar benar membuatku \textit{ngeri}. (Page 2)

According to oxford dictionary, the word \textit{creeps} in the source language has meaning \textit{give someone unpleasant feeling of fear or unease}. The translator translates the word \textit{creeps} to \textit{ngeri} in the target language. According to KBBI, the word \textit{ngeri} has meaning berasa \textit{takut atau khawatir} (karena melihat sesuatu yang menakutkan atau mengalami keadaan yang membahayakan). In the source language, \textit{creeps} is classified as verb but then \textit{creeps} translated to
ngeri in the target language which classified as adjective. The translator does the class shift from creeps to ngeri which classified according to Catford’s theory of shift as Verb to Adjective.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation above is identified as equivalence above word level. The translator translates creeps me out in source language to membuatku ngeri in target language. Creeps me out almost always used when something scares you. To the context of the text, Greg is uncomfortable and afraid doing something bad because he believes Santa watches him anytime. Based on Mona Baker’s theory of equivalence, the translation above has equivalence translation in expressive meaning.

**Data 2**

Source language : Mr. Sparks broke his collarbone, and I heard he’s suing the school over it. (Page 30)

Target language : Tulang selangka Mr. Sparks patah, dan aku mendengar dia menuntut sekolah karenanya. (Page 30)

The word broke in the source language is past tense verb form from word break which has meaning according to oxford dictionary causing something to be damaged and separated into pieces. The translator translates word broke to
*patah* in the target language. According to KBBI, *patah* has meaning *putus tentang barang yang keras atau kaku*. In the source language, *broke* is classified as verb but then *broke* translated to *patah* in the target language which classified as adjective. The translator does the class shift from *broke* to *patah* which classified according to Catford’s theory of shift as Verb to Adjective.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened at word level. When the data literally translated, the sentence will be *Mr. Sparks mematahkan tulang selangkanya, dan aku mendengar dia menuntut sekolah karenanya*. This sentence makes different in meaning. To the context of the text, the sentence *Mr. Spark broke his collarbone* means Mr. Spark is unintentionally breaks his collarbone by himself. So based on Mona theory of equivalence, translation above using translation by paraphrasing a related word to deal with the word equivalence in translation.

**Data 3**

Source language : …….., so it **bugged** me to see him prancing around the playground like that. (Page 31)

Target language : …….., jadi aku **kesal** melihatnya berderap mengelilingi taman bermain seperti itu. (Page 31)
The word *bugged* in the source language is past tense verb from *bug* which has meaning according to oxford dictionary *annoy somebody constantly*. The translator translates the word *bugged* to *kesal* in the target language. According to KBBI *kesal* has *meaning tidak senang hati, mendongkol, sebal*. In the source language, *bugged* is classified as verb but then *bugged* translated to *kesal* in the target language which classified as adjective. The translator does the class shift from *bugged* to *kesal* which classified according to Catford’s theory of shift as Verb to Adjective.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened at word level. When the data literally translated, the sentence will be .........., jadi hal tersebut mengganggu untuk melihatnya berderap mengelilingi taman bermain seperti itu. The word *bugged* is different with *annoy* although when translated into Indonesian become *mengganggu*. *Bugged* means annoy somebody constantly. The target language lacks of a specific term in translating the source language. So based on Mona Baker’s theory of equivalence, the translation above using translation by more general word to deal with the word equivalence in translation.

**Data 4**

Source language : ........, so I just try to overlook the things he does that *annoy* me. (Page 33)
Target language : ........, jadi aku berusaha mengabaikan semua
tingkahnya yang membuatku sebal. (Page 33)

The word *annoy* in the source language has meaning *make somebody slightly angry; cause trouble to somebody*. The translator translates the word *annoy* to *sebal* in target language. According to KBBI dictionary, *sebal* has meaning *kesal (hati), merasa dongkol (karena kecewa, tidak senang)*. In the source language, *annoy* is classified as verb but then *annoy* translated to *sebal* in the target language which classified as adjective. Actually it is possible that the translator doesn’t do class shift, the translator could translate it ........, *jadi aku berusaha mengabaikan semua tingkahnya yang menggangguku*, but the translator translates by doing class shift becomes ........, *jadi aku berusaha mengabaikan semua tingkahnya yang membuatku sebal*.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened at word level. When the data literally translated, the sentence will be ........, *jadi aku berusaha mengabaikan semua tingkahnya yang menggangguku*. The target language has more expressive in meaning than source language. So based on Mona Baker’s theory of equivalence, the translation above using translation by more netral / less expressive word to deal with the word equivalence in translation.
Noun to Adjective

Data 1
Source language: .........., even though it might’ve looked that way from a **distance**. (Page 3)
Target language: .........., meskipun mungkin terlihat seperti itu dari **jauh**. (Page 3)

The word *distance* in the source language is classified as noun and has meaning *amount of space between two points or place*. The translator translates the word *distance* to *jauh* in target language. Jauh is classified as adjective and according to KBBI dictionary *jauh* has meaning *panjang antaranya (jaraknya); tidak dekat*. Actually it is possible that the translator doesn’t do class shift, the translator could translate it .........., **meskipun mungkin terlihat seperti itu dari kejauhan**, but the translator translates by doing class shift becomes .........., **meskipun mungkin terlihat seperti itu dari jauh**.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened at word level. When the data literally translated, the sentence will be .........., **meskipun mungkin terlihat seperti itu dari kejauhan**. To the context of the data, Greg writes down a letter to Santa and tell him that he did something bad unintentionally, but it will look deliberatelly if someone sees it from afar. Based on Mona baker’s theory of
equivalence translation, the translation above has equivalence translation in meaning and the same context of using.

Data 2
Source language : ........., we had a bunch of them last year. (Page 13)
Target language : ........., ada banyak penindas tahun lalu. (Page 13)

The word bunch in the source language is classified as noun and has meaning group of people. The translator translates the word bunch to banyak in target language. Banyak is classified as adjective and according to KBBI dictionary, banyak has meaning besar jumlahnya; tidak sedikit; jumlah bilangan. Actually it is possible that the translator doesn’t do class shift, the translator could translate it ........., ada kumpulan penindas tahun lalu, but the translator translates by doing class shift become ........., ada banyak penindas tahun lalu.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened at word level. When the data literally translated, The sentence will be ........., ada kumpulan penindas tahun lalu. To the context of the text, Greg explains that his school has one real bully this year while his school has alot of bullies on last year. The source language has more
expressive in meaning than target language. So based on Mona Baker’s theory of equivalence, the translation above using translation by paraphrasing a related word to deal with the word equivalence in translation.

**Data 3**

Source language: A few years ago I forgot to write out a wish list, and I paid the **price** for it. (Page 37)

Target language: Beberapa tahun lalu aku lupa menuliskan daftar keinginan, dan aku harus membayar **mahal**. (Page 37)

The word *price* in the source language is classified as noun and has meaning *amount of money you have to pay for something*. The translator translates the word *price* to **mahal** in target language. **Mahal** is classified as adjective and according to KBBI dictionary, **mahal** has meaning *tinggi harganya, jarang ada, sukar terdapat*. The translator does the class shift from *price* to **mahal** which classified according to Catford’s theory of shift as noun to adjective.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened above word level. When the data literally translated, the sentence will be *Beberapa tahun lalu aku lupa menuliskan daftar keinginan, dan aku harus membayar harganya*. **Pay the price** is used to
accept the consequences of one’s action. The source language has no equivalence when translated to target language literally. So based on Mona Baker’s theory of equivalence, the translation above using translation by paraphrase to deal with the word equivalence in translation.

**Data 4**

Source language: By this point Rowley was really getting on my **nerves**, and I realized we’d better change gears or we were gonna end up in a fight, as usual. (Page 52)

Target language: Kali ini, Rowley benar-benar membuatku **kesal**, dan aku menyadari, sebaliknya kami mengubah permainan jika tidak ingin berakhir dengan bertengkar, seperti biasa. (Page 52)

The word **nerves** in the source language is classified as noun and has meaning *feelings of worry or anxiety*. The translator translates the word **nerves** to **kesal** in target language. **Kesal** is classified as adjective and according to KBBI dictionary, **kesal** has meaning *tidak senanghati, mendongkol sebal*. The translator does the class shift from **nerve** to **kesal** which classified according to Catford’s theory of shift as noun to adjective.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened above word level. When the data literally
translated, the sentence will be *Kali ini Rowley benar-benar membuatku kebingungan*, *dan aku menyadari, sebaliknya kami mengubah permainan jika tidak ingin berakhir dengan bertengkar, seperti biasa.* *Getting on my nerves* means that something is very annoying and it is driving somebody mad. The source language has a similar counterpart in target language, but the context of use is different. So based on Mona Baker’s theory of equivalence, the translation above using translation by paraphrase to deal with the word equivalence in translation.

**Data 5**

Source language : But Dad didn’t seem to appreciate the *humor* in that. (Page 87)

Target language : Tapi, Dad sepertinya tidak merasa itu *lucu*. (Page 87)

The word *humor* in the source language is classified as noun and has meaning *ability to cause or feel amusement*. The translator translates the word *humor* to *lucu* in target language. *Lucu* is classified as adjective and according to KBBI dictionary, *lucu* has meaning *jenaka, menggelikan hati, menimbulkan tertawa*. The translator does the class shift from *humor* to *lucu* which classified according to Catford’s theory of shift as noun to adjective.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation
equivalence above happened at word level. The word *humor* in the source language has meaning *ability to cause or feel amusement* and word *lucu* in target language has meaning *jenaka, menggelikan hati, menimbulkan tertawa.*

To the context of the text, Greg’s father is annoyed because he has to trade his sport car for minivan. Greg feels it is funny because the minivan has the same stiker as the sport car but his father doesn’t feel any funny. Based on Mona Baker’s theory of equivalence, the translation above has equivalence translation in expressive meaning.

**Data 6**

Source language: ………., but the guy who works there told me the autograph was a *forgery.* (Page 114)

Target language: ………., tetapi lelaki yang bekerja disana berkata bahwa tanda tangan itu *palsu.* (Page 114)

The word *forgery* in the source language is classified as noun and has meaning *forging of money, document, etc.* The translator translates noun *forgery* to *palsu* in target language. *Palsu* is classified as adjective and according to KBBI, *palsu* has meaning *tiruan, gadungan.* The translator does the class shift from *forgery* to *palsu* which classified according to Catford’s theory of shift as noun to adjective.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation
equivalence above happened at word level. The word forgery in the source language has meaning forging of money, document, etc and word palsu has meaning tiruan, gadungan. To the context of the text, Greg brings the first edition signed copy of graphic novel to comic bookshop hoping to cash in but unfortunatelly the novel is worthless because the autografh of the author in the novel is not original. Based on Mona Baker’s theory of equivalence, the translation above has equivalence translation in expressive meaning.

**Data 7**

Source language: I think he must have thought I said “Peas be with you,” like the vegetable. (Page 58)

Target language: Kupikir dia pasti berpikir aku berkata “Semoga ramai bersamamu”. (Page 58)

The word peas in the source language has meaning round green seed eaten as a vegetable. The translator translates peas to ramai in the target language. according to KBBI, ramai has meaning meriah, orang banyak, sibuk (pasar, perdagangan). In the source language peas is classified as noun but then peas translated to ramai in the target language which classified as adjective. The translator does the class shift from peas to ramai which classified according to Catford’s theory of shift as noun to adjective.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation
equivalence above happened at word level. The word *peas* in source language has meaning *round green seed eaten as a vegetable* and word *ramai* in target language has meaning *meriah, orang banyak, sibuk (pasar, perdagangan)*. In the context of the text, there is the last ritual at church that people should say “peace be with you” to one another. But Rowley says “peas be with you” to the people. *Peas* is slang word from *peace*. This word comes from Alabama where majority people there were working as farmer during a civil war in the early 19th century. Although the white and the black were in war, they had the same activity that can unite them, that is shelled peas. So the source language has no equivalence translation in culture with the target language.

**Noun to verb**

*Data 1*

Source language : Well, I’m not a **fan** of that idea. (Page 6)

Target language : Yah, aku tidak **menggemari** ide itu. (Page 6)

The word *fan* in the source language has meaning *very keen supporter*. The translator translates *fan to menggemari* in the target language. *Menggemari* is formed by combining word *gemar* + prefix *me-* and suffix *-i*. The words that combining by prefix *me-* and suffix-*i* in Indonesian are commonly verb. According to KBBI, *menggemari* has meaning *sangat menyukai*. In the source language, *fan* is classified as noun but then *fan* translated to *menggemari* in the target language which classified as verb. The
The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened above word level. When the data literally translated, the sentence will be *aku bukan penggemar ide itu. I am not a big fan of* used to express that somebody doesn’t like something / someone very much. The source language has a similar counterpart in target language, but the context of use is different. So based on Mona Baker’s theory of equivalence, the translation above using translation by paraphrase to deal with the word equivalence in translation.

**Data 2**

Source language : ............., and when he woke up and found out we were decorating the tree without him, he had a total meltdown. (Page 8)

Target language : ............., dan ketika dia bangun dan menemukan bahwa kami sedang mendekorasi pohon tanpa dirinya, dia benar-benar mengamuk. (Page 8)

The word *meltdown* in the source language has meaning *melting of overheated center of a nuclear reactor*. The translator translates *meltdown* to *mengamuk in target language*. *Mengamuk* is formed by combining word
amuk+ prefix me-. The words that combining by prefix me- in Indonesian are commonly verb. According to KBBI, mengamuk has meaning menyerang dengan membabibuta (karenamarah, gelapmata). In the source language, meltdown is classified as noun but then meltdown translated to mengamuk in the target language which classified as verb. The translator does the class shift from meltdown to mengamuk which classified according to Catford’s theory of shift as noun to verb.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened above word level. When the data literally translated, the sentence will be ........, dan ketika dia bangun dan menemukan bahwa kami sedang mendekorasi pohon tanpa dirinya, dia benar-benar mengalami kehancuran. Had total meltdown means to become extremely angry. The source language has no equivalence when translated to target language literally. So based on Mona baker’s theory of equivalence, the translation above using translation by paraphrase to deal with the word equivalence in translation.

**Data 3**

Source language : Mom said she felt bad about forging Kenny Centazzo’s autograph, ........ (Page 213)
Target language: Mom berkata dia merasa tidak enak telah 
memalsukan tanda tangan Kenny Centazzo,

.......... (Page 213)

Forging is a word formed by combining the word *forge* and suffix -ing. The words that combined with suffix -ing are commonly noun. The word *forge* has meaning *make an illegal copy of something, in order to deceive people*. The translator translates the word *forging* to *memalsukan* in target language. The word *memalsukan* is formed by combining word *palsu* + prefix me- + suffix -an. The words that combined by prefix me- and suffix -ing in Indonesian are commonly verb. According to KBBI, the word *memalsukan* has meaning *membuat sesuatu yang palsu*. In the source language, *forging* is classified as noun but then *forging* translated to *memalsukan* in the target language which classified as verb. The translator does the class shift from *forgery* to *palsu* which classified according to Catford’s theory of shift as noun to adjective.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened at word level. The word *forging* in source language has meaning *make an illegal copy of something, in order to deceive people* and word *memalsukan* in target language has meaning *membuat sesuatu yang palsu*. To the context of the text, Greg’s mother apologizes to
Greg because she had given Greg a novel with fake autograph of the author. Based on Mona Baker’s theory of equivalence, the translation above has equivalence translation in expressive meaning.

**Verb to noun**

**Data 1**

Source language : ………, mom had gotten my book *signed*. (Page 108)

Target language : ………, mom telah mendapatkan *tanda tangan* di bukuku. (Page 108)

The word *signed* in source language is past tense verb form from word *sign* which has meaning *write your name on a document, letter, etc.* The translator translates the word *sign* to *tanda tangan* in target language. According to KBBI, *tanda tangan* has meaning *nama yang dituliskan secara khas dengan tanda tangan orang itu sendiri*. In the source language, *signed* is classified as verb but then *signed* translated to *tanda tangan* in the target language which classified as noun. The translator does the class shift from *signed* to *tanda tangan* which classified according to Catford’s theory of shift as verb to noun.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened at word level. The word *signed* in source
language has meaning write your name on a document, letter, etc and word tanda tangan has meaning nama yang dituliskan secara khas dengan tanda tangan orang itu sendiri. To the context of the text, Greg and his mother are in line for getting author’s autograph on his novel. Suddenly Greg needs to go bathroom and he leaves his mother alone in line. By the time he comes back, his mother brings his novel with autograph on it. Based on Mona Baker’s theory of equivalence, the translation above has equivalence translation in expressive meaning.

Data 2

Source language : One of the things mom was really sad about was a “spoon carousel” Gammie gave us five or six years ago. (Page 179)

Target language : Salah satu benda yang membuat mom sangat sedih adalah “karusel sendok” pemberian Gammie lima atau enam tahun lalu. (Page 179)

The word gave in the source language is past tense verb form from word give which has meaning in oxford dictionary hand something to somebody so they can look at it, use it or keep it for a time. The translator translates word gave to pemberian in target language. The word pemberian is formed by combining basic word beri + prefix pe- and suffix -an. The word that combining with prefix pe- and suffix-an in Indonesian are commonly become noun. According to KBBI pemberian has meaning yang berasal dari orang
lai (karena diberi). In the source language, gave is classified as verb but then gave translated to pemberian in the target language which classified as noun. The translator does the class shift from gave to pemberian which classified according to Catford’s theory of shift as verb to noun.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened at word level. The word gave in source language has meaning hand something to somebody so they can look at it, use it or keep it for a time and word pemberian in target language has meaning yang berasal dari orang lain (karena diberi). To the context of the text, Greg’s mother receive a spoon from Gammie. It is the only one spoon collection that Greg’s mother has. Based on Mona Baker’s theory of equivalence, the translation above has equivalence translation in expressive meaning.

**Data 3**

Source language : But based on what’s written in my book now, I’m guessing Kenny Centazzo didn’t hear my name correctly. (Page 214)

Target language : Tapi, berdasarkan tulisan di bukuku sekarang, kukira Kenny Centazzo tidak mendengar namaku dengan tepat. (Page 214)

The word written in the source language is past participle verb form from word write which has meaning according to oxford dictionary mark letters or
number on a surface, especially with a pen or pencil. The translator translates the word *written* to *tulisan* in target language. The word *tulisan* is formed by combining basic word *tulis* + suffix-*an*. The words that combining by suffix-*an* in Indonesian are commonly noun. According to KBBI *tulisan* has meaning *hasil menulis*. In the source language, *written* is classified as verb but then *written* translated to *tulisan* in the target language which classified as noun. The translator does the class shift from *written* to *tulisan* which classified according to Catford’s theory of shift as verb to noun.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened at word level. The word *written* in source language has meaning *mark letters or number on a surface, especially with a pen or pencil* and word *tulisan* in target language has meaning *hasil menulis*.

To the context of the text, Greg’s mother asks Kenny as the author of novel to write Greg’s name as his fan on the novel. Based on Mona Baker’s theory of equivalence, the translation above has equivalence translation in expressive meaning.
Adverb to Adjective

Data 1

Source language : We realized we were gonna have to come up with some more pages for people to take our newspaper seriously,…… (Page 130)

Target language : Kami sadar surat kabar harus memiliki lebih banyak halaman agar orang-orang mengganggapnya serius, …….. (Page 130)

Seriously is a word formed by combining the basic word serious + suffix-ly. The words that combined by suffix-ly are commonly adverb and in this text seriously is adverb of manner. The word seriously in source language has meaning in serious way. The translator translates the word seriously to serious in target language. According to KBBI, the word serius has meaning sunggung-sungguh. In the source language, seriously is classified as adverb but then seriously translated to serius in the target language which classified as adjective. The translator does the class shift from serious to serius which classified according to Catford’s theory as adverb to adjective.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened at word level. The word serious in source language has meaning in serious way and the word serius in target language has meaning sunggung-sungguh. To the context of the text, Greg and Rowley
try to start their own newspaper and they think that their newspaper needs more contents so people will take the newspaper earnestly. Based on Mona Baker’s theory of equivalence, the translation above has equivalence translation in expressive meaning.

**Data 2**

Source language : Believe or not, this isn’t the first time I’ve been **falsely** accused of a crime. (Page 139)

Target language : Percaya atau tidak, ini bukan pertama kalinya aku mendapat tuduhan kejahatan **palsu**. (Page 139)

Falsely is word formed by combining the basic word false + suffix-ly. The words that combined by suffix-ly are commonly adverb and in this text *falsely* is adverb of manner. The word falsely in source language has meaning *not in accordance with truth or fact*. The translator translates the word *falsely* to *palsu* in target language. According to KBBI, the word *palsu* has meaning *tidak sah, tiruan, curang*. In the source language, *falsely* is classified as adverb but then *falsely* translated to *palsu* in the target language which classified as adjective. The translator does the class shift from *falsely* to *palsu* which classified according to Catford’s theory as adverb to adjective.

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation
equivalence above happened at word level. The word falsely in source language has meaning *not in accordance with truth or fact* and word palsu in target language has meaning *tidak sah, tiruan, curang*. To the context of the text, Greg has done something that makes people think it is a crime. Actually it just misunderstand because Greg doesn’t do something wrong. Based on Mona Baker’s theory of equivalence, the translation above has equivalence translation in expressive meaning.

**Adjective to Verb**

**Data 1**

Source language : Let’s make bullying *extinct*! (Page 11)  
Target language : Ayo, kita *basmi* penindasan! (Page 11)

The word *extinct* in the source language is classified as adjective and has meaning according to Oxford dictionary *no longer existing*. The translator translates *extinct* to *basmi* in target language. *Basmi* is classified as verb and according to KBBI, *basmi* has meaning *memberantas, memusnahkan*. Actually it is possible that the translator doesn’t do the class shift, the translator could translate it *Ayo, kita buat penindasan musnah!*, but the translator translates by doing class shift becomes *Ayo, kita basmi penindasan!*

The translator does the class shift to avoid misunderstanding by rephrasing construction that could be confusing when the data literally translated. According to Mona Baker’s theory of equivalence, the translation equivalence above happened at word level. The word *extinct* in source
language has meaning *no longer existing* and the word *basmi* in target language has meaning *memberantas, memusnahkan*. To the context of the text, there is a slogan to persuade people to stop bullying and to wipe bullying out. Based on Mona Baker’s theory of equivalence, the translation above has equivalence translation in expressive meaning.
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After analyzing the data, the writer draws some conclusions: First, The translator does 20 class shifts by rephrasing construction to avoid misunderstanding which the most common class shift appeared in translation shift of noun to adjectives.

Second, based on Mona baker’s theory of equivalence, the translation equivalence of the shifts only happened on translation equivalence at word level and translation equivalence above word level. In translating the source language, the translator ignores some meaning of the words in the dictionaries and she makes adjustments by finding the closest equivalence in indonesian based on the content of the novel. But there is one data shows that the source language has non-equivalence at word level when translated into target language because the difference of the culture.

There are some problems in finding the equivalence translation because some of the words have different in meaning, lack of specific term in target language, different context of use, more expressive meaning and have no equivalence in target language when the data literally translated. So based on Mona baker’s theory, the translator uses some strategies in finding the equivalence translation by using translation more general word, translation by paraphrase using a related word and translation by less expression word.
B. Suggestion

According to the conclusion above, the writer would like to offer suggestions aimed to translator of novel, students of translation study, and next researchers:

1. Translator of the novel

The writer would like to give suggestion that in achieving the equivalence translation, the translator should convey the author aims in the term of meaning and in the term of style. The translator also should pay attention and understand the characteristic of culture in source language and target language in order to get the equivalence in translation.

2. Students of translation studies

The writer suggests to the students of translation studies should learn the translation shifts and equivalence translation when the students want to translate novels. The students should masterize the grammatical changing of the source language to target language, then the students need to learn more the theory of translation shifts especially in class shift and also they should pay attention for the translation equivalence of the shifts.

3. Next researchers

The next researcher should have better understanding of shifts in translation and understanding of equivalence translation. The writer expects that this research is able to be reference to do a further research related to translation shift and equivalence translation.
BIBLIOGRAPHY


APPENDIX