CLASS SHIFT OF NOUN PHRASE TRANSLATION IN CHARLIE AND
THE GREAT GLASS ELEVATOR FROM ENGLISH TO INDONESIAN

NOVEL

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

LATIFAH JEIHAN
1111026000062

ENGLISH LETTERS DEPARTMENT
FACULTY OF ADAB AND HUMANITIES
STATE ISLAMIC UNIVERSITY OF SYARIF HIDAYATULLAH
JAKARTA

2017
ABSTRACT


The research aims to find out the class shift and it is affected to the translation result on novel *Charlie and the Great Glass Elevator*. This research is qualitative method by using Catford’s theory about shift. This research resulted eight noun phrases shifted into verb phrases, two noun phrases shifted into adjective phrase, two noun phrases shifted into verb, one noun phrase shifted into adverb phrase and one noun phrase shifted into adjective. Many strategies can be used to result a good translation, even though the class shift occurred in the translation, the messages or the meaning are delivered effectively to the receptor readers and the translation sounded more natural with the class shifts occurred.

Keyword: *Class Shift, Noun Phrase Translation*
APPROVEMENT

CLASS SHIFT OF NOUN PHRASE TRANSLATION IN CHARLIE AND THE GREAT GLASS ELEVATOR FROM ENGLISH TO INDONESIAN NOVEL

A Thesis

Submitted to English Letters and Humanities Faculty

In Partial Fulfillment of the Requirements for the Degree of Strata One (S1)

LATIFAH JEIHAN
1111026000062

Approved by:

M. Agus Suriadi, M.Hum.
NIP. 19780801 201411 1 001

(Day/Date: 14/06/2017)

ENGLISH LETTERS DEPARTMENT
ADAB AND HUMANITIES FACULTY
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH JAKARTA
2017
LEGALIZATION

Name : Latifah Jeihan

NIM : 1111026000062

Title : Class Shift of Noun Phrase Translation in Charlie and the Great Glass Elevator from English to Indonesian Novel

The thesis entitled above has been defended before Faculty of Adab and Humanities Examination Committee on November 21st, 2017. The thesis has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, November 21st, 2017

Examination Committee

1. Drs. Saefudin, M.Pd.
   NIP. 19640710 199303 1 006
   (Chair Person) 20/03/2018

2. Elve Oktafiyani, M.Hum.
   NIP. 19781003 200112 2 002
   (Secretary) 20/03/2018

   NIP. 19780801 201411 1 001
   (Advisor) 19/03/2018

   NIP. 19760602 201411 1 003
   (Examiner I) 19/03/2018

5. Sholikatus Sa'diyah, M.Pd.
   NIP. 19750417 200501 2 007
   (Examiner II) 19/03/2018
DECLARATION

I hereby declare that this submission is my 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 acknowledgment has been made in the text.

Jakarta, October 18th 2017

Latifah Jeihan
ACKNOWLEDGEMENT

In the Name of Allah, the most Gracious, the most Merciful

Alhamdulillahirabbil’alamin. The first and foremost the writer gives her highest grateful to Allah SWT, the Lord of the universe and the thereafter, for His blessing, love, and mercy to the researcher to complete this thesis. May the peace and blessing of Allah SWT also be upon to our precious messenger the Prophet Muhammad SAW and all of his followers, Ameen.

In this valuable chance, the writer intends to express her gratitude and appreciation to her beloved parents, (Alm) Abdul kadir dan Salma Idris, who always give their prayer, endless affection, and support to the writer in many aspects to her during her life, especially during her Strata one study. Her gratitude also to writer’s husband Jeffry Mazary,SH for giving support and sharing happiness, so that makes the writer feel very comfortable and happy during write this thesis. And my lovely brother M.Alvin Kadir, thank you for your support.

Sincerely, the writer also presents her great gratitude and honor to her advice, M.Agus Suriadi,M.Hum for the great patient, times, supervision,and guidance from the very early stage of this research until this research is complete. Thank you M.Agus Suriadi, M.Hum, this thesis will not complete without your contribution.

The researcher also presents her great gratitude and appreciation to the following persons:
1. Prof. Dr. Sukron Kamil, M.Ag, the Dean of Adab and Humanities Faculty
2. Drs. Saefudin, M.Pd, the Head of English Letters Department
3. Elve Oktafiyani, M.Hum, the Secretary of English Letters Department
4. All the lecturers of English Letters Department for their valuable knowledge during the researcher studies at State Islamic University Syarif Hidayatullah Jakarta
5. All people who help the researcher to finish this thesis that cannot be mentioned one by one. Thanks for the advices, kindness, support, and everything.

May Allah give His blessing to everyone who helps the researcher to finish this thesis. Ameen

Jakarta, October 18th, 2017

Latifah Jeihan
TABLE OF CONTENT

ABSTRACT .................................................................................................................. i

APPROVAL SHEET ................................................................................................... ii

LEGALIZATION ....................................................................................................... iii

DECLARATION ......................................................................................................... iv

ACKNOWLEDGEMENT .............................................................................................. v

TABLE OF CONTENTS .............................................................................................. vii

CHAPTER I INTRODUCTION .................................................................................... 1

A. Background of Study .......................................................................................... 1

B. Focus of the Study .............................................................................................. 3

C. Research Question .............................................................................................. 4

D. Significant of the Study ...................................................................................... 4

E. Research Methodology ......................................................................................... 4
    1. Objective of the Research ................................................................................. 4
    2. Method of the Research ................................................................................... 5
    3. Technique of Data Analysis ............................................................................. 5
    4. Instrument of the Research ............................................................................. 5
    5. Unit of Analysis ............................................................................................... 5

CHAPTER II THEORITICAL FRAMEWORK ............................................................ 6

A. Previous Research ............................................................................................... 6

B. Definition of Translation ..................................................................................... 11

C. Process of Translation ......................................................................................... 12

D. The Shift of Translation ...................................................................................... 14
    1. Structure Shift .................................................................................................. 15
    2. Class Shift ....................................................................................................... 16
    3. Unit Shift ......................................................................................................... 18
4. Intra System Shift ................................................................. 18
E. Noun Phrase .............................................................................. 19

CHAPTER III RESEARCH FINDINGS ........................................... 22
A. Data Description ........................................................................ 22
B. Data Analysis .......................................................................... 24

CHAPTER IV CONCLUSIONS AND SUGGESTIONS .................. 34
A. Conclusions ........................................................................... 34
B. Suggestions ........................................................................... 34

BIBLIOGRAPHY
CHAPTER I
INTRODUCTION

A. Background of Study

Nowadays, many books from the other countries have been sold in Indonesia. The books are various, starting about knowledge, science, technology, lifestyle, until novels. The quantity of those books in English is larger than the other language. Those various books have been translated into Bahasa Indonesia, in order to make people easy to read and understand the content of the books. Therefore, translation has an important role in that area.

Catford defines translation as “the replacement of textual in one language (Source Language) by equivalent textual material in another language (Target Language).”\(^1\) It means the process to substitute a text and also to look for its equivalence in translating of the two languages that have been different of structure and system.

Translation is more than just transferring a text in the source language (SL) into an equivalent text in the target language (TL). 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 to be transferred into the target language. English and Indonesian are two different languages. Therefore, it is important to point out that there are similarities as well as differences between English and Indonesian structure.

“So when there is different grammatical pattern, usually translating Indonesian into English is more difficult than from English into Indonesian. Therefore, the translators must consider some grammatical and lexical equivalent. In the translation activity, a translator tries to find the equivalent of source language text of SL text to TL text. It is the first step that a translator finds in translation. So, formal correspondence is the equivalence of structures both the source language text and the target language text that denied (equivalent over formal correspondence)."\(^2\)

The system and structure in the Source Language (SL) cannot be forced to the Target Language (TL). Therefore, a translator should not be bound in the Source Language form in order to the translation acceptable and natural so that the message which is transferred can be received accurately.

In translating text, there are so many aspects that should be considered by translator. One of the aspects is translating the noun phrase. Noun phrase is part of language. It is usually inserted into a sentence. When a word is translated into a phrase, (e.g. adept is translated into sangat terampil (very skillful) it can be seen that shifts occur in the translation because there is no correspondence for the word “adept” in Indonesian.

According Catford, Shift is the departure from formal correspondence in the process of going from the SL to the TL. Shifts in translation are known as those changes which occur in the process of translation.\(^3\) Catford divides shifts into two categories, such as level shifts and category shifts. First, level shift is when a SL item at one linguistic level has a TL translation equivalent at a different level. It includes shifts from grammar to lexis and vice-verca. For example: “She is eating” is translated into “Dia sedang makan”. In this translation,


there is a shift from grammar to lexis in which the patterns tobe + V-ing (grammar) in the source language text is translated into lexicon sedang in the target language. Second, Category Shifts refer to unbounded and rank-bounded translation. It includes structure shift, class shift, unit shift, and intra-system shifts. In this research, the researcher will focus on the class shift of Noun Phrase on Charlie and the Great Glass Elevator English-Indonesian by Roald Dahl.

Class shift occurs when the translation equivalent of a SL item is a member of a different class from the original item. For example:

SL: educational institution

TL: lembaga pendidikan

In this example, educational in the source language text is an adjective shifted into pendidikan which is in the target language text is a noun. Class shift also occurs in translating the novel entitled Charlie and the Great Glass Elevator. The researcher is interested in finding out class shift of noun phrase translation in Charlie and the Great Glass Elevator from English to Indonesian novel.

B. Focus of the Study

In this research, the researcher discusses about the class shift of noun phrase translation on Charlie and the Great Glass Elevator which the English version is written by Roald Dahl and translated into Indonesian by Ade Dina Sigarlaki. The analysis is focused only on the class shift of noun phrase on the novel and the category of the translation with the shift occurred in it.

---

4 ibid p 78
C. Research Question

Based on the explanation above, the research questions that will be discussed deeply by the researcher are:

1. What kind of Noun Phrase of class shifts does the translator apply in *Charlie and the Great Glass Elevator* novel?

2. How do the Noun Phrase of the class shift translated by the translator?

D. Significant of the Study

This researcher expected that this research will be useful for translator who wants to translate using the shift of translation. This research is also expected to advance knowledge in the field of translation for the text, especially concerning the occurrence of shift in the translation of noun phrase in English into Indonesian.

E. Research Methodology

1. Objective of the Research

   1. To analyze the class shift of noun phrases used by the translator to translate English noun phrase in the novel *Charlie and the Great Glass Elevator* into its Indonesian translation

   2. To analyze the process of the Noun Phrase of the class shift translated by the translator.

2. Method of the Research

   In this research, the researcher uses qualitative descriptive method. The researcher reads the novel and then analyzes and identifies class shifts
procedures of noun phrase in *Charlie and the Great Glass Elevator*. The data are noun phrases will be taken from the sentences or clauses which contain the noun phrase then underlined it to identify. After that, the noun phrases that are found in the SL will be compared with the translation in the TL and analyzed if the class shifts occur.

3. Technique of Data Analysis

The data already collected will be investigated in qualitative way, such as: first, the research reads all part of the novel. Second, the research finds twenty five sentences occurring of class shift of noun phrase. And the last, the research classifies the type of class shift of noun phrase.

4. Instrument of the Research

The instrument of the research is the researcher herself through reading, observing, rewriting and marking to make the notes, identifying, classifying, and analyzing the data.

5. Unit of Analysis

The unit of analysis in this of the research study is the best seller in the world which titled *Charlie and the Great Glass Elevator* novel by Roald Dahl published in 1995 and also the translated “Charlie dan Elevator Kaca Luar Biasa” novel by Ade Dina Sigarlaki published in 2003.
A. Previous Research

This research is not the first research which analyze translation shift of noun phrase. There are some previous studies which have concerned and related to this topic. In this section, three previous studies will be reviewed in this research.

The first research was an *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* entitled *Category Shifts in the English Translation of Harry Potter and the Philosopher’s Stone Movie Subtitle into Indonesia (An Applied Linguistics Study)* by Herman. His research was conducted to find out the shifts in movie subtitle of Harry Potter for the Harry Potter and the Philosopher’s Stone Movie Subtitle into Indonesia. The data of this research were taken from the movie subtitle of Harry Potter from English into Indonesia by Togap. He analyzed the data based on Catford’s theory about Translation shifts. The findings of this research showed that all kinds of category shifts found in the subtitle, the dominant category shift found in movie subtitle was unit shift.

The difference between this study and the journal is that the data source was movie subtitle, meanwhile the present study a novel is chosen as data source. In the previous study, all types of category shifts were discussed. It is certainly different with this study which will focus on class shift of noun phrases. Then, this study has some similarities to the previous study that is the research method; both

---

Herman, Category Shifts In the English Translation of Harry Potter And the Philosopher’s Stone Movie Subtitle into Indonesia (An Applied Linguistics Study). IOSR Journal Of Humanities and Social Science (IOSR-JHSS) volume 19. (2014)
used qualitative descriptive method. And another similarity is the instrument of
the research. The instrument for both researches is the researcher himself through
reading, observing, rewriting and marking to make the notes, identifying,
classifying and analyzing the data.

The second study was “An Analysis of English-Indonesian Translation
Shifts in The Hannah Banana Short Story” by Siti Muhtalifah. The objective of
her study was to know translation shift of Hannah Banana from English into
Indonesia. In this research, she made notes to find the differences and compared
them certainly translation shifts analysis in the Hannah Banana. Then, she made
conclusion that translation shifts was a procedure involving a change in the
grammar from the source language text to the target language text. In this
research, she used qualitative descriptive method. She read the novel and then
analyzed and identified translation shifts forms which appeared in Hannah
Banana. In this research, it appeared that the transposition used mostly to replace
one word class with another word class and to compare the source language and
the target language structures. From the results of analysis, she found the first
shift (singular-plural), the second (adjective + noun - noun + adjective), the third
shift (noun + adjective – noun + clause; adjective + noun – noun + noun) and the
fourth shift (the replacement of a verbal lexical gap in Bahasa Indonesia).

The difference between this thesis and this study is that the data source
was a short story, meanwhile the present study a novel is chosen as data source. In
the previous study, all types of shifts were discussed. It is certainly different with

---

this study which will focus on class shift procedures of noun phrases. Then, this study has some similarities to the previous study that is the research method; both used qualitative descriptive method. And another similarity is the instrument of the research. The instrument for both researches is the researcher herself through reading, observing, rewriting and marking to make the notes, identifying, classifying and analyzing the data.

The third study was made by Fahyuni, *Translation Shift of Noun Phrase on Percy Jackson & the Olympians: The Sea Monster.* This study was aimed to find out the types of shift that is used by the translator to translate English noun phrases into Indonesian and to analyze the result of meaning in the translation with those shifts. The data (noun phrases) are taken from the novel *Percy Jackson & the Olympians – the Sea of Monsters* by Rick Riordan and its Indonesian translation by Nuraini Mastura. This study also used descriptive qualitative method. She read the novel and its translation, marking the English noun phrases, and analyzing them to find out the type of shift based on the theory of translation shift by Catford that will be combined by Newmark. The findings showed that; 1) the forms of English NP that is translated into Indonesian can be NP and non-NP. The non-NP are NP into verb/VP, NP into Adjectival Phrase, NP into word, NP into clause, and NP into sentence; 2) the types of shift in the English NP which are translated into NP involve the structure shift, intra system shift, and unit shift by Catford or the first type of shift based on Newmark. Meanwhile the types of shift in the English NP which are translated into non-NP involve the class shift and unit shift based on Catford or the third type of shift according to Newmark; 3)

---

the translation shift took place because there was the difference of the language structure, the necessity and the preference by the translator in order to get better and natural translation; 4) the translation was good even though there were the shifts.

There are some similarities between the previous study and this present study. Firstly, the research method; the previous study used qualitative descriptive method and this study uses the same research method. They read the novel and its translation, marking the English noun phrases, and analyzing them to find out the type of shift based on the theory. And there are not only similarities which the three previous studies had, but also the differences. The previous study discussed all types of translation shifts found in the novel. Meanwhile, this study focuses on the class shift procedure of noun phrase found in the novel. Another difference is the theory; this study analyzed the class shift based on Catford’s theory. Meanwhile, the previous study analyzed the shifts based on combination of Catford’s and Newmark’s theories.

Then, the last relevant study was research done by Edy Sunarto entitled A Translation Shift Analysis of Noun Phrase in Subtitling of Ice Age 4 Movie by Sagaz Net⁸. This study was intended to identify the translation shifts and to describe the equivalence of noun phrase subtitling found in the Ice Age 4 movie by sagaz net. The data of the study were English and Indonesian subtitle. The researcher also used descriptive qualitative research and the data were analyzed by using comparative technique. The result of the study revealed that there were four types of translation shifts of noun phrases. First, from 404 data, 198 (or 48,9%)
data were categorized into level shift, 157 data (or 39%) were categorized into structure shift, 18 data (or 4.5%) were class shift, and 31 data (or 7.6%) were categorized into intra-system shift. Second, there were 399 data or 98.7% belong to equivalent translation and 5 data or 1.3% belong to not equivalent translation.

This study and the previous study has some similarities. The first one is that both studies use Catford’s theory. The second is that the research methodology; qualitative descriptive method is used by both studies. Beside the similarities, there are some differences between this study and the previous study. First, this study only focuses on one type of shift based on Catford’s theory that is class shift of noun phrases. Meanwhile, the previous study focused on all types of shifts based on Catford’s. They were level shift, structure shift, class shift, and intra-system shift. Another difference is that the data source. The previous study, the data were taken from movie subtitle. The researcher compared the English subtitle with the Indonesian subtitle and analyzed the shifts of noun phrases. While in this study, the data will be taken from a novel and focus on the class shift of noun phrases translation.

Based on the explanation above, it can be seen that the three previous studies discussed all types of shifts. While this study discusses only one type of shift proposed by Catford that is Class Shift. The focus of this study distinguished it from all the previous study since there are only few studies that discussed specific types of shift. It makes this study better than the previous studies since this study will convey deeper discussion and insight about translation shift. The previous studies, that discussed all types of shift, will give contribution to form of translation shifts in English translated into Indonesian. But the contribution will
be in form of general knowledge. Meanwhile in this study, the researcher focuses on one type of shifts proposed by Catford that is class shift. It will give specific contribution in form of knowledge and information to the translation area.

**B. Definition of Translation**

According to Newmark translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in other language.\(^9\) The source language is transformed into target language without losing the content of the message. Another definition as Bell, T.R states that translation is the expression in another language (target language) of what has been expressed in another (source language) preserving semantic and stylistic equivalences.\(^10\) It means that translating a Source Language text into Target Language text need semantic and stylistic equivalences. It is similar with Catford statement which states that translation is the replacement of textual material in one language by equivalent textual material in other language.\(^11\) Brislin said that translation is the general term referring to the transfer of thought and ideas from one language (source) to another (target), whether the languages are in written or oral form.\(^12\)

Then, according to Larson translation is basically a change of form. In translation, the form of the source language is replaced by the form of receptor

---


\(^12\) Brislin, Richard W. *Translation Application, and Research*, (New York: Gardner Press), p. 1
(target) language. It means that translation is a process of transferring the meaning of SL into the TL. It show that the replacing of form is may needed in order to get the equivalence in meaning. To achieve the equivalence of message in the meaning, a translator cannot substitute the Source Language text into the Target Language text directly because he has to pay attention on the system and structure of the two different languages.

Based on the definitions above, it can be concluded that translation is a change of form or a replacement of text from one language (source language) into other language (target language) which has equivalence meaning in the message. Translation is not only the transformation of a text from one language into other language. But it is also the equivalence form between source and target language. The translator needs to consider the process of translation in order to make better translation result.

C. Process of Translation

According to Oxford Advanced Learner’s Dictionary, “process is a series of things that are done in order to achieve a particular result.” It means that the process of translation is a step that is used in getting result of translation. The process is started by a translator to understand the Source Language text and then she/he conveys it to the receptor reader that has the same impression.

Nida states that there are three stages in the process of translating a text from SL to TL, and cannot be done only in a single stage. The stages are:

---

1. The first stage is analysis, in this step, a translator explores the meaning and grammatical relationship of source language word or compound word.

2. The second stage is transfer, the transfer of the sense which is in the mind of translator from language A to language B.

3. And the last stage is restructuring, the sense that has been transferred is restructured in order to make the final message fully acceptable in the receptor language.\textsuperscript{15}

From the three stages above, the translation process may be diagrammed as in this figure.

\begin{figure}
\centering
\includegraphics[width=\textwidth]{translation_process_diagram.png}
\end{figure}

Those process of translation above; analysis, transfer, and restructuring are not only be done by one time but also many times or repeatedly in order to get the best result of translation.

In relation to the process of translation, Larson states that when translating a text, the aim of the translator is an idiomatic translation making each effort to communicate their meaning of the source language (SL) text into the natural forms of the receptor language.\textsuperscript{16} In addition, he says that translation is concerned

\textsuperscript{15} Nida and Taber, \textit{op.cit.}, 33
\textsuperscript{16} Mildred L. Larson, \textit{op.cit.} p.17
with a lexicon study, grammatical structure, communication, situation, and cultural context of the SL – text, which is analyzed to determine its meaning. The discovered meaning is then re-constructed or re-expressed using grammatical structure and the lexicon that are appropriate in the receptor language and its cultural context.

D. The Shift of Translation

Every translator has a duty to transfer all the messages from SL to TL. In doing this, “a translator should determine the form and content of the SL text and then reconstruct the same content (meaning) using the forms that are appropriate in the TL.” However, in his/her attempts to transfer the message/content from one language (SL) to another (TL), the translator usually finds the difficulties in getting the same equivalent and the exact structure (form) in TL. In this case, the translator should be able to adjust the structure of the translation in accordance with the rules and grammar of the TL. In adjusting the structure of the language, the translator sometimes forced to make some replacements or shifts in order to be natural and proper in the result of translation. Thus, the occurrence of shifts in any translation activity is an unavoidable phenomenon. Therefore, ‘shift’ should be redefined positively as the consequence of the translator’s effort to establish translation equivalence between different language systems.

According to Catford, shifts are departures from formal correspondence of the two texts involved in translation. He also classifies the shifts into two major

17 Mildred L. Larson, op.cit. p. 3
types, namely level shift and category shift. Level shift as from grammatical unit in SL to a lexical unit in TL. For example:

SL: They have submitted the assignment
TL: Mereka telah menyerahkan tugas tersebut

In the translation, there is a shift from grammar to lexis in which the patterns which is in English if “have” comes together with past participle of “submit”, then it indicates that the act of “submitting” has begun before the time of speaking and the effect of the action still resumes at the time of speaking. The form “have + past participle” in English is translated into “telah” lexis in Bahasa Indonesia.

In the category shift, Catford uses unbounded and rank-unbound translation term in the second types of shift. The term “rank-bound” translation simply refers to particular cases where equivalences are intentionally limited to ranks below the sentences. Meanwhile, “unbounded” translation means the translation equivalence may take place in any appropriate rank whether it is a sentence, clause, phrase (group), word, or morpheme. This category shift is subdivided into four types. They are structure-shift, class-shift, unit-shifts, and intra-system-shift.

1. Structure Shift

This is among the most frequent category shifts at all ranks in translation. Structure shift deals with a grammatical change between the structure of the SL and that of the TL. For example:

SL: Small shop
TL: Toko Kecil

---

18 J.C. Catford, *op. cit.* Pp.73-79
19 J.C. Catford, *op.cit.*p.77
From the example, the noun phrase small shop in the source language text is constructed of modifier (Small) + head (Shop), meanwhile in the target language it becomes *toko kecil* which is constructed of head (toko) + modifier (kecil).

2. Class Shift

Catford defined class shift as a shift that occurs when the translation equivalent of a SL item is a member of a different class from the original item.\(^\text{20}\) Class shift is a change of word class. According to Gardenfors word class is defined in grammatical terms as a set of words that exhibit the same syntactic properties.\(^\text{21}\) There are four major classes of word: noun, verb, adjective, and adverb. A word class in SL text changed into another word class in TL text in the process of translation. For example:

SL: *educational institution*

TL: *Lembaga Pendidikan*

In this example, educational in the source language text is an adjective is shifted into pendidikan which is in the target language text is a noun. Class shifts are also found on *Charlie and the Great Glass Elevator* novel. It can be seen as follows.

On page 12 (SL) – 12 (TL)

1. SL: The Elevator shuddered, and then with a fearful whooshing noise it shot vertically upward like a rocket.

   TL: Elevator bergetar. Lalu dengan bunyi *mendesis* yang menakutkan, benda itu melesat ke atas seperti roket.

---

\(^{20}\) *Ibid*, p. 78

In this data, *whooshing* in the source language text is a noun shifted into *mendesis* which is a verb in the target language text.

On page 12 (SL) – 12 (TL)

2. SL: ….until it became a *piercing shriek* and you had to yell to make yourself heard.

   TL: …..sampai menjadi lengking *memekakkan* telinga. Orang harus berteriak kalau ingin suaranya terdengar.

In the source language text, *piercing* is an adjective. It shifted into *memekakkan* which is a verb in the target language text.

On page 13 (SL) – 14 (TL)

3. SL: ….even Charlie began to feel a *trifle nervous*.

   TL: ….bahkan Charlie pun mulai *agak gugup*.

In the source language text, *trifle* is a noun. It shifted into *agak* which is an adjective in the target language text.

On page 16 (SL) – 16 (TL)

4. SL: ‘You madman!’ shrieked Grandma Josephine, shaking Mr. Wonka so fast his head became a *blur*.

   TL: ‘Kau orang tak waras!’ Grandma Josephine menjerit sambil mengguncang-guncang Mr. Wonka cepat sekali sehingga kepala pria itu tampak *kabur*.

In the source language text, *blur* is a noun. It shifted into *kabur* which is an adjective in the target language text.

On page 17 (SL) – 18 (TL)
5. SL: Charlie and Grandpa Joe and Mr. and Mrs. Bucket also floated upwards so that in a twink the entire company, as well as the bed, were floating around like balloons inside the Great Glass Elevator.

TL: Charlie, Grandpa Joe, Mr. dan Mrs. Bucket juga melayang ke atas sehingga dalam sekejap seluruh penumpang, termasuk tempat tidur, sudah melayang-layang bagaikan balon di dalam Elevator Kaca Luar Biasa.

In the source language text, twink is a noun. It shifted into sekejap which is an adverb in the target language. Based on the data above, it can be concluded that the class shift occur in the translated version of Charlie and the Great Glass Elevator novel. There will be more class shifts found in the novel. But it will be discussed deeply in the next chapter.

3. Unit Shift

Unit shift refers to change of rank. It is about departures from formal correspondence where in the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL. In brief, unit shift envelops with changes of rank. For example: a phrase into a clause

SL: after doing the housework,(....)
TL: setelah dia mengerjakan pekerjaan rumah itu,(...) 

4. Intra System Shift

The last shift, intra system shifts are the shifts occurring internally within the system of the language concerned. The system involves a selection of a non-corresponding word in the system of TL. For example:

SL: Many houses

\[22\] Ibid, p 79
\[23\] Ibid, p. 80
The phrase of houses in the source language text is a plural form. It is translated into rumah in the target language text in a singular form. In this study, the researcher will only focus on one type of shifts namely class shift.

E. Noun Phrase

The function of a word in a sentence may be performed by a phrase, a group of words that forms a cohesive unit but lacks a subject and a verb. The one of the most important kinds of phrase to be known is noun phrase. The noun phrase is an essential part of every sentence. Noun phrase is one part of speech. Part of speech consists of noun, verb, adverb, adjective, pronoun, and etc. Noun phrase is constructed from words a noun and a phrase.

The constructions of noun phrase are explained specifically by Richard Veit as follow.

1. A noun phrase can consist of a noun alone. (N)
   Example: Noun → Water, Jane, Audience

2. A noun phrase can consist of an article + noun. (Art + N)
   Example: Article/ Determiner + Noun → a doctor, the boy

3. A noun phrase can consist of an adjective + noun. (Adj + N)
   Example: Adjective + Noun → hot water, younger audience

4. A noun phrase can consist of an (article) + (adjective) + noun. (Art + Adj + N)

---

25 Ibid, p. 28
26 Ibid, p. 28
27 Ibid, p. 28
Example: \textbf{(article/determiner) + (adjective) + noun} \rightarrow \text{the little boy}

5. A noun phrase can consist of an \textbf{(article) + (adjective) + noun + (prepositional phrase)}.$^{28}$ (Art + Adj + N + Prep. N)

Example: \textbf{(article/determiner) + (adjective) + (noun) + (prepositional phrase)} \rightarrow \text{the smartest student at school}

6. A noun phrase can consist of a personal pronoun.$^{29}$ (Pers. P)

Example: \textbf{personal pronoun} \rightarrow \text{she, them, we, he}

7. A noun phrase can consist of a noun phrase + coo rdinal conjunction + noun phrase.$^{30}$ (NP + Conj + NP)

Example: \textbf{Noun phrase + coo rdinal conjunction + noun phrase} \rightarrow \text{food or a reliable supply of water.}

The constructions of noun phrase above, the word in parenthesis are optional. It means that it may be used or not in making noun phrase.

As explanation before, a noun phrase is any group of words, which consists of \textit{head} and \textit{modifier} or \textit{head} and \textit{determiner}. The head of noun phrase consist of \textit{noun} and \textit{pronoun}. Meanwhile, modifiers consist of two modifiers: pre-modifier and post-modifier. Afterwards, the determiner consists of three determiners: pre-determiners, central determiners, and post-determiners.

Wekker and Haegeman classified determiners and modifier$^{31}$ as below:

1. Determiners:
   a. Pre-determiners: all, double, both, half, etc
   b. Central determiners: my, our, the, a, an, this, that, those, etc

$^{28}$ \textit{Ibid}, p. 41
$^{29}$ \textit{Ibid}, p. 46
$^{30}$ \textit{Ibid}, p. 53
$^{31}$ Herman Wekker and Liliane Haegeman, \textit{A Modern Course in English Syntax} (New York: Croom Helm Ltd., 1985), p. 42
c. Post- determiners: Numeral (one, two, three, four, five, six, etc.)

2. Modifier

   a. Pre-modify: young, cheaper, expensive, etc

   b. Post-modify: in bottle, with black hair, etc
CHAPTER III
RESEARCH FINDINGS

A. Data Description

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

This chapter the data source from the novel titled Charlie and the Great Glass Elevator written by Roadl Dahl, and Indonesia translation Charlie dan Elevator Kaca Luar Biasa has been translated by Ade Dina Sigarlaki.

In this research finding, the researcher compared and examined the translation and found the data that consisted of 14 noun phrases that the translator used the class shift to translate the text. The data that has been found are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>SL</th>
<th>TL</th>
<th>Class Shift of NP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>‘Dear lady,’’ said Mr. Wonka, ‘you are new to the scene’. (pg 11)</td>
<td>Nyonya tersayang,” ujar Mr. Wonka, “kau belum lama bergabung”. (pg 11)</td>
<td>NP shifted Verb</td>
</tr>
<tr>
<td>2</td>
<td>we’ve got to be going at an absolutely sizzling speed when we hit. (pg 13)</td>
<td>kita harus menabrak dengan kecepatan sangat tinggi. (pg 13)</td>
<td>NP shifted Adverb Phrase</td>
</tr>
<tr>
<td>3</td>
<td>But as the Great Elevator continued to streak upward further and further away from the earth, even Charlie began to feel a trifle nervous. (pg 13)</td>
<td>Tapi ketika Elevator Luar Biasa terus menjauhi daratan, bahkan Charlie pun mulai agak gugup. (pg 14)</td>
<td>NP shifted Verb Phrase</td>
</tr>
<tr>
<td>4</td>
<td>But as he did so, the Elevator gave a mighty groan and rolled over on to its side and the rushing whoosing noise stopped altogether.</td>
<td>Tapi ketika ia memencet, Elevator berbunyi keras sekali dan roboh ke samping, dan bunyi desis menggemuruhnya berhenti sama sekali.</td>
<td>NP shifted Verb Phrase</td>
</tr>
<tr>
<td>(pg 16)</td>
<td>(pg 17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The reason for this was that no one had really believed such an enormous thing would ever get off the ground without blowing up. (pg 20)</td>
<td>Ini disebabkan karena ada orang yang betul-betul percaya bahwa benda sebesar itu bisa dikirim dari Bumi tanpa meledak. (pg 21)</td>
<td>NP shifted Verb</td>
</tr>
<tr>
<td>6</td>
<td>But the launching had been a great success and now that the Space Hotel was safely in orbit, there was a tremendous hustle and bustle to send up the first guests. (pg 21)</td>
<td>Tapi peluncuran itu berhasil dan sekarang setelah Hotel Angkasa mengorbit dengan aman, mereka sibuk sekali mengirim para tamu pertama. (pg 21)</td>
<td>NP Shifted Verb Phrase</td>
</tr>
<tr>
<td>7</td>
<td>“We’re in a hot enough stew already. I want to go home.” (pg 29)</td>
<td>“Kita sudah terlibat cukup banyak masalah. Aku mau pulang.” (pg 30)</td>
<td>NP shifted Verb phrase</td>
</tr>
<tr>
<td>8</td>
<td>Mr Wonka made a funny blowing noise with his mouth and glided effortlessly, like a huge bird, across the Elevator to the white and black buttons and there he hovered. (pg 30)</td>
<td>Mr Wonka mendesis lucu dan meluncur ringan bagaikan burung besar ke seberang Elevator tempat tombol putih dan hitam itu berada, dan bersiap disana. (pg 31)</td>
<td>NP shifted Verb Phrase</td>
</tr>
<tr>
<td>9</td>
<td>In the end, the old people grew tired and out of breath, and everyone settled quietly into a floating position. (pg 33)</td>
<td>Pada akhirnya para orang tua itu lelah dan kehabisan napas, dan semua menjadi tenang dan melayang diam. (pg 36)</td>
<td>NP shifted Verb Phrase</td>
</tr>
<tr>
<td>10</td>
<td>There was a brief silence. (pg 39)</td>
<td>Diam sejenak. ( pg 41 )</td>
<td>NP shifted Verb Phrase</td>
</tr>
<tr>
<td>11</td>
<td>And this time, the tone was much quieter, the words came more slowly, but there was a touch of steel in every syllable.</td>
<td>Dan kali ini, nada suaranya lebih tenang, kata-katanya lebih lambat, namun setiap suku kata terdengar lebih kejam.</td>
<td>NP shifted Adjective Phrase</td>
</tr>
</tbody>
</table>
B. Data Analysis

In the data analysis, the researcher gets the noun phrases in the source language (SL) text from *Charlie and The Great Glass Elevator* novel into the target language (TL) text. Then, the researcher analyzes the process of the class shift both of them. The data (Noun Phrase) are presented from the source language into the target language and then the data is analyzed based on Catford’s theory of shift.

On page 11 (SL) – 11 (TL)

1. SL: ‘Dear lady,’ said Mr. Wonka, ‘you are new to the scene’.

   TL: “Nyonya tersayang,” ujar Mr. Wonka, “kau belum lama bergabung”.

The underlined data is classified into noun phrase, because it is constructed by article (*the*) + noun (*scene*). The source language noun phrase is not translated into *layar itu* but the noun phrase in the source language is translated into verb in the target language *bergabung*. It can be seen that there is a shift. It is called the class shift based on the Catford’s theory about shift where the noun phrase *the scene* shifts into verb *bergabung*. Class shift occurs when the
translation equivalent of a SL item is a member of a different class from the original item.

The data above shows that noun phrase the scene translated become bergabung because it does not change the message or meaning and can be read by the reader easily. The translation is sounded more natural in verb than if it is translated into noun phrase pada layar. It can be seen that there is no distortion of meaning and there is no rigid literal translation in the sentence.

On page 13 (SL) – 13 (TL)

2. SL: “we’ve got to be going at an absolutely sizzling speed when we hit.”
   TL: “kita harus menabrak dengan kecepatan sangat tinggi”

The underlined data is classified into noun phrase because it is constructed by article (an) + adverb (absolutely) + adjective (sizzling) + noun (speed). The source language noun phrase is not translated into sebuah kecepatan yang sangat tinggi which is still noun phrase in target language. but, the noun phrase in the source language is translated become adverb phrase in the target language dengan kecepatan sangat tinggi. The translation is shifted from noun phrase into adverb phrase. It is called the class shift because the translation equivalent of the source language is a member of a different class from the original item. In this case, the noun phrase translated into adverb phrase.

The data above shows that noun phrase an absolutely sizzling speed is translated into adverb phrase dengan kecepatan sangat tinggi. It can be seen that it doesn’t like a translation. There is no misuse of spelling, misuse of the term and grammatical deviation.
On page 13 (SL) – 14 (TL)

3. SL: But as the Great Elevator continued to streak upward further and further away from the earth, even Charlie began to feel a trifle nervous.

TL: Tapi ketika Elevator Luar Biasa terus menjauhi daratan, bahkan Charlie pun mulai agak gugup.

Class shift occurs when the translation equivalent of the source language is a member of different class from the original item. In this data, the noun phrase a trifle nervous in the source language consists of article (a) + adjective (trifle) + noun (nervous). It shifted into verb phrase agak gugup. This shift is called class shift where noun phrase is translated into verb phrase.

The data above show that noun phrase a trifle nervous is translated into verb phrase agak gugup. It can be seen that there is no distortion of meaning in the translation. There is no error in spelling, and there is no misuse of the term. So, the data can be assessed as very good translation.

On page 16 (SL) – 17 (TL)

4. SL: But as he did so, the Elevator gave a mighty groan and rolled over on to its side and the rushing whooshing noise stopped altogether.

TL: Tapi ketika ia memencet, Elevator berbunyi keras sekali dan roboh kesamping, dan bunyi desis menggemuruhnya berhenti sama sekali.

A mighty groan is the noun phrase in the source language text. It is constructed by article (a) + adjective (mighty) + noun (groan). The noun phrase in the source language is translated into verb phrase berbunyi keras sekali in the target language. Clearly, the translation has changed the form. It is shifted from...
noun phrase in the SL into a verb phrase in the TL. The shift is called class shift where noun phrase translated into verb phrase.

The data above show that noun phrase *A mighty groan* translated become *berbunyi keras sekali* because it does not change the message of meaning and can be read by the receptor readers. In addition the translation is sounded more natural in VP than if it is translated into NP *sebuah bunyi keras*. It can be seen the translation which is no distortion of meaning, it doesn’t look like a translation. So, the data can be assessed as an *almost perfect* translation.

On page 20 (SL) – 21 (TL)

5. SL: The reason for this was that no one had really believed such an enormous thing would ever get off the ground without blowing up.

TL: Ini *disebabkan* karena ada orang yang betul-betul percaya bahwa benda sebesar itu bisa dikirim dari Bumi tanpa meledak.

*The reason* in the source language is a noun phrase. It consists of article (the) + noun (reason). It is translated into a verb in the target language. The translation is shifted from noun phrase into verb. It is also called class shift where noun phrase translated into verb.

The data above show that noun phrase *the reason* is translated into verb *disebabkan*. It doesn’t look like a translation. There is no distortion of the meaning and it is easier to be understood by the receptor reader. So, the data can be assessed as *almost perfect* translation.

On page 21 (SL) – 21 (TL)
6. SL: But the launching had been a great success and now that the Space Hotel was safely in orbit, there was a tremendous hustle and bustle to send up the first guests.

   TL: Tapi peluncuran itu berhasil dan sekarang setelah Hotel Angkasa mengorbit dengan aman, mereka sibuk sekali mengirim para tamu pertama.

   From the data above, it can be seen that the translation is shifted from noun phrase (a tremendous hustle and bustle) into verb phrase (sibuk sekali). The underlined data is constructed by article (a) + adjective (tremendous) + noun phrase (hustle and bustle). The shift that occurred is class shift where noun phrase is translated into verb phrase.

   The data above show that noun phrase a tremendous hustle and bustle is translated become sibuk sekali, because it makes the readers can get the message easily. It can be seen that there is no misuse of the term, there is no grammatical deviation and it doesn’t look like a translation.

On page 29 (SL) – 30 (TL)

7. SL: ‘We’re in a hot enough stew already. I want to go home.’

   TL: “Kita sudah terlibat cukup banyak masalah. Aku mau pulang.”

   The noun phrase a hot enough stew in the source language is constructed by article (a) + adjective (hot enough) + noun (stew). It is not translated into suatu rebusan yang cukup panas because it makes no sense of translation and it is not related to the context of the dialogue. But, it is translated into verb phrase terlibat cukup banyak masalah in the target language. The noun phrase in the source language is shifted into verb phrase in the target language. It is called class shift
because the source language is noun phrase and translated into different class of word in the target language where noun phrase is translated into verb phrase.

The data above show that noun phrase *a hot enough stew* translated become *terlibat cukup banyak masalah* because it does not change the message of meaning. The class shift that occurs in the translation makes the translation sounds more natural than if it is translated into noun phrase *sebuah rebusan cukup panas*. So, the data can be assessed as *very good* translation.

On page 30 (SL) – (31)

8. SL: Mr Wonka made **a funny blowing noise** with his mouth and glided effortlessly, like a huge bird, across the Elevator to the white and black buttons and there he hovered.

TL: Mr Wonka **mendesis lucu** dan meluncur ringan bagaikan burung besar ke seberang Elevator tempat tombol putih dan hitam itu berada, dan bersiap disana.

It can be seen in this data that class shift occurs where the noun phrase *a funny blowing noise* in the source language consists of article (a) + adjective (funny) + noun phrase (blowing noise). It is translated into verb phrase **mendesis lucu** in the target language. The translation is shifted from noun phrase into verb phrase. It is called class shift where noun phrase translated into verb phrase.

The data above show that noun phrase *a funny blowing noise* translated become **mendesis lucu** because it does not change the message of meaning. It gives an effective meaning to the receptor readers. And it makes the translation sounded more natural than if it is translated into noun phrase *sebuah suara tiupan yang lucu*. But, it will be better if translated into *bunyi tiupan yang lucu*. 
9. SL: In the end, the old people grew tired and out of breath, and everyone settled quietly into a floating position.

TL: Pada akhirnya para orang tua itu lelah dan kehabisan napas, dan semua menjadi tenang dan melayang diam.

Catford defines class shift as the shift of a translation equivalent of a source language is a different class from the original item, occurs in this data. The noun phrase a floating position in the source language consists of article (a) + noun phrase (floating position). It is not translated as posisi melayang because it will make no sense of the translation. So, the translator translated it into verb phrase melayang diam in the target language. The noun phrase has changed into verb phrase. It is called class shift where noun phrase translated into verb phrase.

The data above show that noun phrase a floating position translated become melayang diam because it makes the translation sounds more natural than if it is translated into noun phrase suatu/sebuah posisi mengapung. It doesn’t look like a translation.

On page 39 (SL) – 41 (TL)

10. SL: There was a brief silence.

TL: Diam sejenak.

A brief silence (noun phrase) in the source language consists of article (a) + noun phrase (brief silence). The translator changed the class in purpose because it will make no sense if the noun phrase is translated into sebuah ketenangan singkat which is sound unnatural. So, the noun phrase is changed into verb phrase
diam sejenak in the target language. The change is called class shift of translation where noun phrase translated into verb phrase.

The data above show that noun phrase a brief silence is translated into verb phrase diam sejenak. It doesn’t look like a translation and there is no deviation in grammar. It is easier to be understood by the receptor readers.

On page 52 (SL) – 55 (TL)

11. SL: And this time, the tone was much quieter, the words came more slowly, but there was a touch of steel in every syllable.

TL: Dan kali ini, nada suaranya lebih tenang, kata-katanya lebih lambat, namun setiap suku kata terdengar lebih kejam.

The class shift occurs in the translation in order to make sense the translation, make it easier for the reader to understand. The underlined data is categorized into noun phrase, because it is constructed by article (a) + noun phrase (touch of steel). It is translated into adjective phrase lebih kejam in the target language. The shift is called class shift where noun phrase translated into adjective phrase.

The data above show that noun phrase a touch of steel translated become lebih kejam because it does not change the message. The noun phrase a touch of steel is translated into adjective phrase lebih kejam. The shift makes the message acceptable to the receptor readers and it doesn’t look like a translation.

On page 54 (SL) – 57 (TL)

12. SL: But the President himself kept a cool head and a clear brain.

   TL: Tapi Presiden tetap tenang dan kaku.
The noun phrase in the English language *a cool head* consists of article (a) + adjective (cool) + noun (head). It is translated into *tenang* which is an adjective in the target language. The noun phrase has changed into an adjective. This change is called class shift of translation where noun phrase translated into an adjective. As catford’s theory defined that class shift occurs when the translation equivalent of a source language item is a member of a different class from the original item.

The data above show that noun phrase *a cool head* translated become *tenang*. It can be seen that there is no spelling-error and there is no misuse of the term in the translation. It doesn’t look like a translation. The translation is sounded more natural with the class shift occurred.

On page 77 (SL) – 81 (TL)

13. SL: I know just the man for a Knid with a nasty disease.

   TL: Aku tahu persis orangnya untuk si Knid yang begitu menderita.

   A *nasty disease* (noun phrase) in the source language has constitution of article (a) + adjective (nasty) + noun (disease). It is translated into adjective phrase *begitu menderita* in the target language. It can be seen that the noun phrase experiences a change into adjective phrase. And this change is called class shift where noun phrase translated into adjective phrase.

   The data above show that noun phrase *a nasty disease* is translated into adjective phrase *begitu menderita*. It can be seen that the translation is sounded more natural with the class shift occurred and it doesn’t look like a translation.

On page 88 (SL) – 91 (TL)
14. SL: Every time she looked at it, she let out a piercing scream and clapped her hands over her eyes.

TL: Setiap kali melihat Knid, ia menjerit keras dan menutup mata dengan tangan.

The underlined words are categorized into noun phrase, because it is constructed by article (a) + noun phrase (piercing scream). It is translated into verb phrase menjerit keras in the target language. The class shift occurs in this translation where noun phrase translated into verb phrase.

The data above show that noun phrase a piercing scream is translated become menjerit keras because it does not make the translation sounded awkward and it doesn’t look like a translation. It is sounded more natural than if it is translated into noun phrase sebuah jeritan yang memekakkan telinga.
CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data related to the translation of English noun phrase into Indonesian as found in Charlie and the Great Glass Elevator novel, there are some conclusions that can be formulated and presented as follows. There are fourteen of English Noun Phrases that shifted into some word classes. The shifts are called class shift based on Catford’s theory about shift of translation. There are eight noun phrases shifted into verb phrases, two noun phrases shifted into adjective phrase, two noun phrases shifted into verb, one noun phrase shifted into adverb phrase and one noun phrase shifted into adjective. Even though the class shift occurs in the translation of Charlie and the Great Glass Elevator novel, the messages or the meaning are delivered effectively to the receptor readers and it still has good effect in the translation result semantically and linguistically. The translation sounded more natural with the class shifts occurred. From fourteen data that had been analyzed, it was found that nine data that were categorized as almost perfect translation, four data were categorized as very good translation and one data was categorized as enough translation.

B. Suggestions

After doing the research on a class shift analysis of noun phrase on Charlie and the Great Glass Elevator an English – Indonesian novel by Roald Dahl, we wants to give some suggestions, to the next research, this research is an example of class shift analysis of noun phrase on an English – Indonesian novel. For the next research which will discuss the same topic, the writer suggest to use
an appropriate theory and method in analyzing the data so that the research will be
beneficial to expand the knowledge of the readers and other researchers. To
translation students, by this research, translation students can improve their
knowledge and ability in studying translation, especially about translation shift
and the result of the translation so that they will be able to translate the SL text
into proper TL text and they can produce an almost perfect translation which is
acceptable to the readers and to translator of novel, for the translator of the novel
the writer suggest to keep her translation quality because the writer found that her
translation results are almost perfect. She pays close attention to the source
language word and the rule of the SL and the TL structure and its meaning and the
writer can say that she masters both the source language and the target language.
That is why her translation becomes an acceptable and natural translation. To
general translators, a translator should be aware of the complexity and faithfulness
in translating and perpetuating the meaning of the message in the source language
which is translated into the target language. In this case, the writer also suggest for
the translator to understand the meaning of the noun phrase in the source language
and able to translate it into the target language in the proper translation. The
translators also need to widen the knowledge about every term in the source
language and the target language.
BIBLIOGRAPHY


Haegeman, Lilian and Herman Wekker. 1985. *A Modern Course in English Syntax* (New York: Croom Helm Ltd)


