TRANSLATION SHIFTS OF NOUN PHRASE FOUND IN ENGLISH - INDONESIAN VERSION OF JK ROWLING'S NOVEL ENTITLED

HARRY POTTER AND THE PRISONER OF AZKABAN

SKRIPSI

Submited in Partial Fulfilment of the Requirement
For the Degree of Sarjana Pendidikan (S.P.d)
English Education Program

By

<u>SHEVIRA SAKABILA</u>

NPM 1602050179

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH NORTH SUMATERA

MEDAN

2021

ABSTRACT

Shevira Shakabila. NPM. 1602050179. Translation Shifts of Noun Phrase Found in English-Indonesian Version of JK Rowling's Novel Entitled *Harry Potter and the Prisoner of Azkaban*. A Thesis. English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara Medan, 2020.

This research aimed to investigate (1) the kinds of class shifts applied by the translator in English-Indonesian version of JK Rowling's novel entitled *Harry Potter and the Prisoner of Azkaban*; (2) the types of translation with the occurrances of class shift in the noun phrases. This research was conducted by applying descriptive qualitative method. The data of this research were the noun phrases found in the novel. The data were analyzed by applying descriptive qualitative analysis proposed by Miles and Huberman (2014). The result of this research showed that: (1) there were six types of class shift that occurred in the noun phrases translation found in the novel. They were noun shifted into adverb (6%), noun shifted into adjective (12%), noun shifted into verb (74%), adjective shifted into verb (3%), adjective shifted into noun (3%) and verb shifted into noun (2%); (2) the types of translation, with the occurrances of class shift in the noun phrases, was categorized as idiomatic translation (91%) and near idiomatic translation (9%).

Keywords: Class Shift, Noun Phrase, Translation types.

ABSTRAK

Shevira Shakabila. NPM. 1602050179. Pergeseran Terjemahan Frase Kata Benda pada Novel JK Rowling versi Bahasa Inggris-Bahasa Indonesia yang Berjudul *Harry Potter and Tahanan Penjara Azkaban*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Keguruan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara Medan, 2020.

Penelitian ini bertujuan untuk menginvestigasi (1) jenis *class shift* yang digunakan penerjemah pada terjemahan novel JK Rowling yang berjudul *Harry Potter dan Tahanan Penjara Azkaban*; (2) Tipe terjemahan yang digunakan dengan adanya *class shift* pada terjemahan frase kata benda dalam novel. Penelitian ini dilaksanakan dengan menerapkan metode deskriptif kualitatif. Data pada penelitian ini adalah frase kata benda yang ditemukan dalam novel. Data dianalisis dengan menerapkan analisis deskriptif kualitatif yang diusulkan oleh Miles dan Huberman (2014). Hasil penelitian menunjukkan bahwa: (1) ada enam tipe *class shift* yang ditemukan pada frase kata benda dalam novel yaitu kata benda yang bergeser menjadi kata keterangan (6%), kata benda bergeser menjadi kata sifat (12%), kata benda bergeser menjadi kata kerja (74%), kata sifat bergeser menjadi kata kerja (3%), kata sifat bergeser menjadi kata benda (3%) dan kata kerja bergeser menjadi kata benda (2%); (2) Tipe terjemahan, dengan adanya *class shift* pada frase kata benda dalam novel, dikategorikan sebagai terjemahan idiomatis (91%) dan terjemahan mendekati idiomatis (9%).

Kata kunci: Pergeseran Kelas Kata, Frase Kata Benda, Tipe Terjemahan.

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum warahmatullahi wabarakatuh.

Firstly, the writer expresses her gratitude to the Almighty God, Allah SWT, who has been giving her mercies and blessings, so she can complete writing her thesis well. Peace and salutation to the great prophet Muhammad (peace be upon him) who has changed the cultures of the human to be better in order to be able to enjoy God's heaven.

The writer realizes that in carrying out and writing this thesis, many people have given their valuable suggestion, guidance, assistance, advices and sacrifices for the completion of writing this thesis. Her beloved father Irfan Syahputra and her beloved mother Sri Haryani who always pray, educate, encourage and provide material and nonmaterial support for the writer, so that the writer could finish writing this thesis.

Therefore, the writer would like to express her deepest sincerely appreciate to:

1. Prof. Dr. Agussani, M.AP, as the Rector of University of Muhammadiyah North Sumatera.

2. Dra. HJ. Syamsuyurnita, M.Pd, as the Dean of faculty of Teachers Training and Education.

3. Pirman Ginting, S.Pd, M.Hum. as the Head of English Education Department of University of Muhammadiyah North Sumatera.

4. Rita Harisma, S.Pd, M.Hum as the Secretary of English Education Department of University of Muhammadiyah North Sumatera.

5. Dr. Bambang Panca S, S.Pd, M.Hum, as the Consultant, who have spent much time in encouraging, advising, and guiding her to complete this thesis.

6. All her best friends who had provided her encouragement and unforgettable contributions.

With the help and support that the writer has gotten, finally by submitting herself and always asking for guidance and protection from Allah SWT may good deeds get good rewards too. Aamiin Ya Rabbal Alamin.

Wassalamu'alaikum Wr.Wb.

Medan,   November 2021

The writer,

Shevira Sakabila
NPM: 1602050179

TABLE OF CONTENTS

CHAPTER III RESEARCH METHODOLOGY

CHAPTER IV FINDINGS AND DISCUSSION

CHAPTER V CONCLUSION AND SUGGESTION

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of the Study

Translation was a mean of transferring meaning across two or more different language. Translation acted as a bridge of communication and relation among people who speak different languages. Translation the activity related to sharing ideas across different languages, each of which may have different rules and different background cultures (Kantiastuti, 2014). Translation was not only changing or transferring words, but more importantly, it has to take into consideration the meaning or message behind the words. The meaning should not be changed or altered from the source language (SL) into the target language (TL). Moreover, the meaning should be accurate, natural and communicative.

Translation involved two different language with different cultural backgrounds (Rupiah & Hartono, 2017). English and Indonesian belong to two different language and they have their own vocaburay and structure. Transferring information from English to Indonesian needs the role of translators. They should be clear enough in conveying message to the readers. So, it needed a special skill to make the result of the translation becomes natural and easy to understand. But the question is how to replace a written message and statement into another language naturally.

Every language in the world has its own characteristics. Therefore, when the source language and the target language are widely different in structure and cultural background, there cannot be an exact equivalent transfer of the source language into the target language (Zahroh, 2015). To overcome the difference in characteristics of these languages, translators are required to understand the structure of both the source and target language. It can be said that translation is a complicated process encompassing both linguistic and non-linguistic problems. One aspect of the linguistic problems to be mastered by a translator is the structure, meaning the sequence of linguistic units that have relationship to each other. A translator who translates English text into Indonesian has to be competent in mastering both English and Indonesian language structure. It would make them capable in grasping the meaning embedded in the text accurately, and would allow them to transfer the same meaning correctly and appropriately using the suitable structure in the target language.

The equivalence between the source language (SL) and the target language (TL) is very significant to consider in translation work (Dewi, 2018). Translators have to deliver accurately the structure and the content in the original text without any deliberate structured transformations (Saule, 2014). If the translator changes some details in the structure of the text, it can be done only in order to convey the original content better. The changes occurring in translation process are called shift. It can change grammatical categories; structure, unit and class. The aim of the shift is to make the meaning equivalence and more natural (Fitriyani, 2017).

Shift is the departure from formal correspondence in the process of going from the Source Language (SL) to the Target Language (TL). Shifts in translation

are known as those changes which occur in the process of translation (Catford, 1965). There are two kinds of shift in translation process. First, level shift is when a source language item at one linguistic level has a target language 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 study, the researcher focused on the class shift of Noun Phrase on English – Indonesian version of *Harry Potter and The Prisoner of Azkaban*.

Harry Potter and The Prisoner of Azkaban novel is the third series of Harry Potter's novel written by JK Rowling. This third series is unique because from all series of Harry Potter's novel, only *Harry Potter and The Prisoner of Azkaban* novel which doesn't show the character of *Lord Voldemort* in any form. It distinguishes this novel among other novels. In this third series novel, based on the readers' review, Rowling is greater than other novel she created. In this novel Rowling creates a wonderful story, joining magic, fantasy and betrayal in a magnificent way. This is the reason why the novel of *Harry Potter and The Prisoner of Azkaban* is chosen.

The function of a word in a sentence may be performed by a phrase, a group of 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. Noun phrase consists of group of words that ends with a noun. It can contain determiners (the, a, this),

adjectives, adverbs and nouns (Frank, 2000). The noun phrase is an essential part of every sentence. Noun phrases exist in every sentence of language, especially in English and Indonesian as the source and the target language of this research. Many students are still confused in differentiating the word order in head words of the English and Indonesian noun phrase. It is because the English and Indonesian head words are not the same. In English, the head word is head – final position, while in Indonesian, the head word is head – initial position. Therefore, the core of the phrase is head word, which is used to determine the meaning and the word class.

In translating the noun phrase from English into Indonesian, a translator usually has a difficulty in determining the structure of noun phrase in the target language because of the different structure between both languages (Aisyah, 2015). When translated in one language, the translator should follow the rules and the principle form a language that translated. In general, the translator should learn all of text before translating it. After getting the common idea, translator should divide it into certain parts and try to analyze it by dividing them into word, phrase, clause, sentence, and paragraph. It means that translation is a complex thing to do.

Class shift occurs when the translation equivalent of the Source Language (SL) text item is a member of a different class from the original item (Catford, 1965). For example:

SL: the dead of night

TL: larut malam

In this example, *the dead* in the source language text is a noun shifted into *larut* which is in the target language text is an adjective. This example is taken out from Rowling's novel entitled *Harry Potter and The Prisoner of Azkaban* in its English and Indonesian version. Another example of class shift of noun phrase which occurs in the same book can be seen as follow:

SL: Harry's least favourite teacher

TL: guru yang paling tidak disukai Harry

From the example above, it can be seen that there is a change from the souce language into the target language. The change is called class shift. The phrase *least favourite* which is an adjective, is shifted into verb *tidak disukai*. This change is necessary to be done in order to make the translation sounds more natural. It sounds better than if it is translated into *paling favorit sedikit*. There are more noun phrases in the book which experiencing the class shifts. It triggers the researcher to conduct the study about the translation shift of noun phrase in English – Indonesian version of JK Rowling's novel entitled *Harry Potter and The Prisoner of Azkaban*.

B. The Identification of Problems

Based on the background of the study above, the problems can be identified as the following:

1. Translation is an important field of study to be mastered.

2. There are changes in translation process, it is called shifts and the shifts are crucial to be analyzed since it is one way to produce the natural translation result.

3. The shifts occurred in JK Rowling's novel entitled *Harry Potter and The Prisoner of Azkaban* in its English – Indonesian version.

 4. Translator needs to understand a set of skill in order to present the equivalent translatuion and one of the skill is the translation shift.

C. The Limitation of Problems

There are some kinds of shifts in translation, and this study focused on the class shift of noun phrases found in English – Indonesian version of JK Rowling's novel entitled *Harry Potter and The Prisoner of Azkaban* (*Harry Potter dan Tawanan Azkaban*). The analysis focused only the class shift of noun phrase in the novel and the types of the translation with the shift occurred in the novel.

D. The Formulation of the Problems

Based on the background of the study, the problems to be investigated are formulated as the following:

1. What kinds of Class shift the translator apply in English – Indonesian version of JK Rowling's novel entitled *Harry Potter and The Prisoner of Azkaban*?

2. What are the types of translation with the occurances of class shift in *Harry Potter and The Prisoner of Azkaban* novel?

E. The Objectives of the Study

In accordance with the formulation of the problem above, the objectives of this study are:

1. To investigate the kinds of class shifts applied by the translator in English – Indonesian version of JK Rowling's novel entitled *Harry Potter and The Prisoner of Azkaban*.

2. To investigate the translation types applied by the translator with the occurances of class shifts in *Harry Potter and The Prisoner of Azkaban* novel.

F. The Significance of the Study

 The researcher expected that this research was useful theoretically and practically to students, teachers, lecturers, researchers and readers.

1. Theoretically

To enrich the knowledge and understanding about the theories of translation shifts especially the class shift of noun phrase.

2. Practically

The findings of this research are expected to provide the information about the class shift of noun phrase in literature works, to enrich their knowledge and to support the teaching and learning materials related to the class shift of noun phrase for students, teachers, lecturers, resesarchers and readers.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Framework

1. Definitions of Translation

There are many definitions of translation has been explained by the experts. This chapter tried to elaborate them one by one. According to Newmark (1981) 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. The source language (SL) is transformed into target language (TL) without losing the content of the message. Every translator has an obligation to transfer all the messages from source language to target language without changing the meaning. Translator should determine the form and the content of the source language text with form that appropriate in the target language text.

Catford (1965) states that translation is the replacement of textual material in one language (Source Language) by the equivalent textual material in another language (Target Language). Translation involves two different languages with different cultural backgrounds (Rupiah & Hartono, 2017). English and Indonesian belong to two different languages. They have own vocabulary and structure, even some Indonesian words are adopted from English words. In transferring information from English to Indonesian needs the role of translators. They should be clear enough in conveying the message to the readers. So, it needs a special skill to make the result of translation becomes natural and easy to understand.

Brislin (2018) explains that translation is the general term referring to the transfer of thought and ideas form one language (source language) to another language (target language), whether the languages are in written or oral form. In doing the process of translating, translator does several steps in delivering the meaning of the source text into target text. Some considerations should be taken into account within the process of translating. Translation process is not a simple activity. It is not only about finding the translated version of the source text in the target text. But also it deals with meaning. It is very difficult to keep the sense of the original meaning in the transfer of meaning from the source text into the target text. In order keep the sense of the original meaning of the source text, the translator needs a set of special skills in translation.

Basically, translation is a tool for delivering meaning from source language (SL) to target language (TL) (Santiari, 2017). Nowadays, translation works have developed increasingly. Translation plays an important role in communication between two different language societies. Translation is the solution to understand different languages, the role of the translator is very important.

2. The Process of Translation

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 coveying it to the receptor reader which the meaning has the same impression as in the source language (Jeihan, 2017). In doing translation activity, the translators transfer the meaning from the source language into the

target language. The process of translation includes studying the lexicon, grammatical structures, communication situation, and cultural context within the text, analyzing each of them in order to determine the meaning, and restructuring the same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

According to Munday (2018) translation can refer to the general subject field, the product which is the text has been translated, or the process which is the act of producing the translation. There are three stages in the process of translating a text from the source language (SL) text to the target language (TL) text, and those stages cannot be done only in a single stage (Nida, 2001). The stages can be seen as follow:

a. Analysis: a translator explores the meaning and the grammatical relationship of source language word or compound word.

b. Transfer: a translator transfers the sense which is in the mind of the translator from language A to language B.

c. Restructure: the sense which has been transferred is restructured in order to make the final message fully acceptable in the receptor language.

The stages of the translation process can be drawn as the following figure.
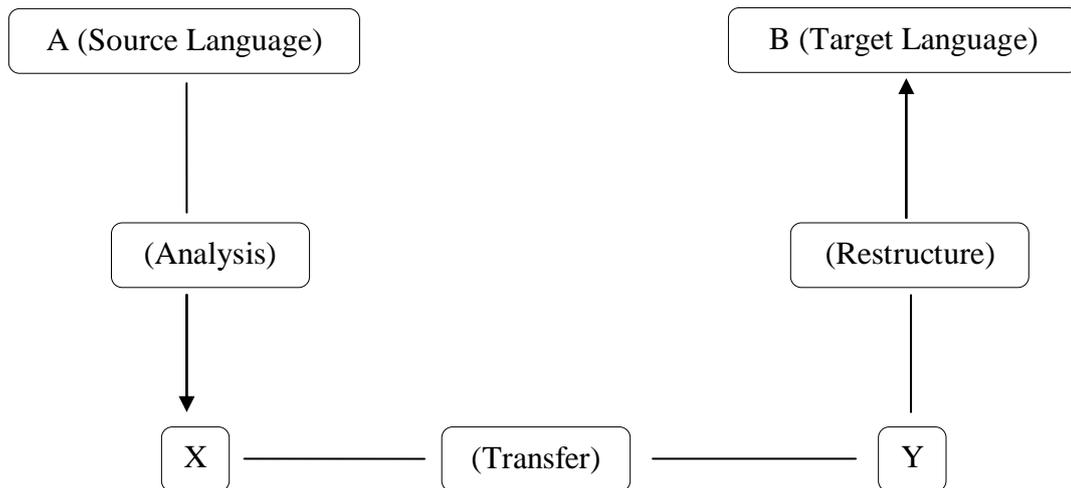
Figure 2.1 The Process of Translation.

The stages above (analysis, transfer, and restructure) are done more than one times or repeatedly in the process of translation to make a good result of translation or to make the translation sounds natural. 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. Translation is concerned 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.

3. The Shift of Translation

Translators has a duty to transfer all messages from the source language to the target language. The translators usually find the difficulties in getting the equivalent and the exact structure in the target language. To solve this, the

translators should be able to adjust the structure of the translation in accordance with the rules and grammar of the target language. When translating from the SL (English) text into TL text (Indonesian), the translators should know the rule of both languages. Because both have different structure, so translation shift is needed (Herman, 2014).

The departures from theoretical formal correspondence between source and target language units for the sake of textual equivalence are denominated translation shifts (Rupiah & Hartono, 2017). It is one of the key concepts in translation theory. Apart from the obvious transformations necessary for grammatical well-formed, it is common practice in translation to introduce optional changes to the way information is presented in the source text. Although such changes are not strictly necessary, they are part and parcel of human translation, as professional transalors are expected to be aware of the theory.

Santiari (2017) states that translation is a tool for delivering meaning from source language (SL) to target language (TL). Shift represents some changes occurring in a translation process. Shift happens in the translation process as an effort to present the equivalent in the target language. Translators sometimes make some replacements or shifts to establish translation equivalence between different language systems. Translation shift is a translation method that involves replacing the source language elements into the target language without changing the meaning (Kantiastuti, 2014).

Translation shifs mean the departures from formal correspondence in the process of going from the source language to the target language (Catford, 1965).

There are two major types of translation shift namely level shift and category shift:

a. Level Shift

Level shift is meant that a source language item at one linguistic level has a target language translation equivalent at a different level. Level shift as a shift from grammatical unit in source language to a lexical unit in target language. For example:

SL: Andy has finished his homework

TL: *Andy telah menyelesaikan PR nya*

From the example above, it can be seen that there is a shift from grammar to lexis in which the patterns in English, if *has* continued by past participle *finished* then it indicates that the act of *finishing* has begun before the time of speaking and the effect of the action still resumes at the time of speaking. The form *has + past participle* (grammar) in English is translated into *telah* (lexis) in Indonesian. The shift is in rank of grammatical unit into lexical unit.

b. Category Shift

Category shift is departure from formal correspondence in translation. Category shift refers to unbounded and rank-unbound translation term. The unbounded translation means that translation equivalent may occur in appropriate rank such as morpheme, word, phrase, clause and sentence. Meanwhile, the rank-unbound translation refers to cases where the equivalence is intentionally limited to rank below the sentences. Category shif is divided into four kinds of shift namely:

1. Structure shift

Structure shift is the most frequent category shift at all ranks in translation. It enclose a change in grammatical structure between the source language into the target language. For example:

SL: Small Shop

TL: *Toko Kecil*

From the example above, it can be seen that 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

Class shift occurs when the translation equivalent of the source language item is a member of a different class from the original item. Class shift is a change of word class. Word class is defined in grammatical terms as a set of words that exhibit the same syntactic properties. There are four major classes of word; noun, verb, adjective, and adverb. A word class in the source language text changed into another word class in the target language text. For example:

SL: Medical Student

TL: *Mahasiswa kedokteran*

From the example above, it can be seen that medical in the source language is an adjective. It is shifted into *kedokteran* which is the target language is a noun. Class shifts are also found in English – Indonesian version of *Harry Potter and The Prisoner of Azkaban*. It can be seen from the following examples:

On page 4 (SL); 4 (TL)

SL: the dead of night

TL: *larut malam*

It can be seen from the example above that the noun dead in the source language is shifted into an adjective *larut* in the target language text. Another example is:

On page 5 (SL and TL)

SL: Harry's least favourite teacher

TL: *guru yang paling tidak disukai Harry*

From the example above, it can be seen that the phrase least favourite which is adjective in the source language is shifted into verb (in negative form) *tidak disukai* in the target language. The shifts are needed to make the translation sound natural and to make a better sense for the receptor readers.

3. Unit shift

Unit shift involves change in rank. It departs from formal correspondence in which the translation equivalent of a unit at one rank in the source language is the unit at a different rank in the target language. For example:

SL: after doing the housework

TL: *setelah dia mengerjakan pekerjaan rumah itu*

From the example above, it can be seen that the unit shift has occurred. The phrase after doing the housework in the source language is shifted into clause *setelah dia mengerjakan pekerjaan rumah itu* in the target language text.

4. Intra-system shift

Intra-system shift occurs because there is internal system between the source and the target language based on their regulation of language constution. For example:

SL: Many houses

TL: *Banyak rumah*

The phrase houses in the source language text is a plural form and it is translated into *rumah* in the target language text which is in singular form. The focus of this study is the class shift of noun phrase in the novel.

4. Types of Translation

Larson (1998) states that there are two types of translation, one is form - based and the other is meaning – based translation. They are called literal translation and idiomatic translation.

a. Literal Translation

Literal translation is a form – based translation; in literal translation, the form of the souce language is transferred into the form of the target language. Although this literal translation is useful for the purposes that related to the study of the souce language, it has little help to the speakers of the receptor language who are interested in the meaning of the source language text (Zahroh, 2015). A literal translation has little communication value. Larson (1998) explains that literal translation is form – based translation attempt to follow the form of the source language and are known as literal translation.

Literal translation makes little sense in English. Literal translation gives priority to form whether that in words, clause, or sentence and it makes the result

of the translation sounds unnatural and has a little communication value. This translation often becomes a bad translation because the translator makes over the use of equivalent of the appropriate words with the contextual meaning. If the two langauges are related, the literal translation can often be understood, since the general grammatical form may be similar. However, the literal choice of lexical items makes the translation sounds unnatural.

    b.   Idiomatic Translation

Larson (1998) states that idiomatic is the second types of translation. Idiomatic translation is meaning – based translations which make every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Usually, some good translations are finished using mixtures of a literal transfer of the grammatical units along with some idiomatic translation. So, by doing it, the results of the translation would sound more natural. However, in practice, consistently translate idiomatically or literally is hard. The translations are often a mixture of literal and idiomatic forms of language. Translation then falls on a continuum from very literal to literal, to modified literal, to near idiomatic, to idiomatic, and may fall, even more on the unduly free as displayed in the following figure.

Very Literal	Literal	Modified Literal	Inconsistent Mixture	Near Idiomatic	Idiomatic	Unduly Free
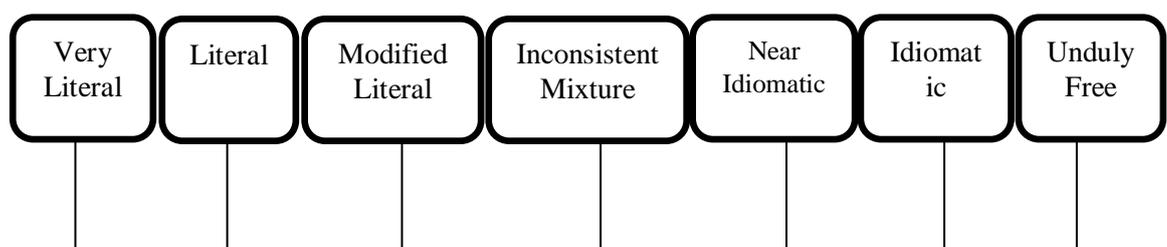
Figure 2.2 Continuum of Translation Types.

Based on Figure 2.2, there are several types of translation, it can be very literal to unduly free translation. A very literal translation is uncommon. Most translators who tend to translated literally actually make a partially modified literal translation. They modify the order and grammar enough to use acceptable sentence structure in the receptor language. However, the lexical items are translated literally and the result still does not sound natural. In a modified literal translation, the translator usually adjusts the translation enough to avoid real nonsense and wrong meanings, but the unnaturalness still remains.

Idiomatic translations use the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items (Larson, 1998). A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is the goal of the translator. Meanwhile, unduly free translations are not considered acceptable translations for most purposes. Translation are unduly free if they add extraneous information not in the source text, if they change the meaning of the source language text. Sometimes unduly free translations are made for purposes of humor or to bring about a special response from the receptor language speakers.

Catford (1965) classifies some types of translation in terms of the extent, levels and ranks of the translation. They are:

a. Types of translation in terms of extent

In terms of extent, there are two types of translation namely full translation and partial translation; 1) Full translation is a translation in which every part of the source language text is replaced into the target language text material, and; 2)

Partial translation is a translation in which some part or parts of the source language text is replaced by the target language text material, while the rest of the part (s) is kept the same as the original text.

b. Types of translation in term of levels

In terms of levels, there are four types of translation namely; 1) Total translation, the replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology/graphology by (non - equivalent) TL phonology/graphology; 2) Restricted translation, the replacement of SL textual material by equivalent TL textual material, at only one level, that is translation performed only at the phonological or at the graphological level, or at only one of the two levels of grammar and lexis.

c. Types of translation in terms of ranks

A third type of differentiation in translation relates to the rank in a grammatical (or phonological) hierarchy at which translation equivalence is established. In terms of ranks, there are four types of translation namely: 1) Rank–bound translation, an attempt is made always to select TL equivalents at the same rank. Often, however, rank-bound translation is 'bad' translation, in that it involves using TL equivalents which are not appropriate to their location in the TL text, and which are not justified by the interchangeability of SL and TL texts in one and the same situation; 2) A free translation is always unbounded equivalences shunt up and down and down the rank scale, but tend to be at higher ranks, sometimes between larger units than the sentences; 3) Word–for–word translation is essentially rank–bound at word–rank (but may include some morpheme–to–morpheme equivalences), and; 4) Literal translation may starts, as

it were, from a word–for–word translation, but then make changes in conformity with the TL grammar (inserting additional words, changing structures at any rank, etc) and this may make it a group–to–group or clause–to–clause translation.

5. 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 (Jeihan, 2017). 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.

Mahasari (2012) states that noun phrases can identified by the determiners *the*, a, and *an*. Noun phrases consist of four constituents, they are; the head, the determiner, pre-modifier, and post-modifier. In a sentence, a noun phrase can function as subject, object, and complement. The noun phrase is essential part of every sentence. Noun phrase is constructed from words, a noun and a phrase. Noun phrases minimally consist of a head noun, together with any number of noun phrases modifier, they are determiners, quantifiers and quantifiers phrases, adjective and adjectives phrases, noun and noun phrases, ad position and ad position phrases and clause.

According to Baker (2017) noun phrases consist of a noun or pronoun with modifiers, including pronouns, adjectives, other phrases and clause. So, from the definions above, it can be inferred that noun phrases come from group of words, which consist of head (noun or pronoun) with their modifiers. A noun phrase can

act as a subject in a sentence (*The child* reads the book), as an object of a verb (The child reads *the book*), as the object complement of a verb (John bought *a cake*), or as the object of a preposition (John is swimming *in the pool*).

The construction of noun phrase can be seen as the following explanations:

1. A noun phrase can consist of a noun alone.

   Example: **Noun =** Tree, Smith, People.

2. A noun phrase can consist of an article + noun (Art + N).

   Example: **Article/Determiner + Noun** = a book, the man.

3. A noun phrase can consist of an adjective + noun (Adj + N).

   Example: **Adjective + Noun** = blue house, small bag.

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

   Example: **(Article/Determiner) + (Adjective) + Noun** = The smartest kid.

5. A noun phrase can consist of an (Article) + (Adjective) + Noun + (Prepositional phrase) (Art + Adj + N + Prep. N).

   Example: **(Art + Adj + N + Prep N)** = The biggest country in the world.

6. A noun phrase can consist of a personal pronoun (Pers. P).

   Example: **(Personal Pronoun)** = I, you, they, we, he, she, it.

7. A noun phrase can consist of a Noun phrase + Coordinal Conjunction + Noun Phrase (NP + Conj + NP).

   Example: **(NP + Conj + NP) =** Food or reliable supply of water.

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

6. Novel

Novel is one of literary works that is very familiar in human life. Novel tells stories which are typically defined as a series of events described in a sequence. People like to read novel because it can enchant them with the story or imagination of the writer that is composed by the writer into a written story. Scott (1980:196) states that novel is a fictious prose narrative dealing with human beings and their actions over a period of time, displaying varieties of human character in relation to life. In a novel, the readers not only can find the philosophical value or moral teaching, but also other lessons about the aspects of life.

Harry Potter and the Prisoner of Azkaban is a fantasy novel writtern by British author J.K Rowling and is the third in the *Harry Potter* series. The book follow *Harry Potter*, a young wizard, in his third year at *Hogwarts School of Witchcraft and Wizardry*. Along with friends *Ronald Weasley* and *Hermione Granger*, *Harry* investigates *Sirius Black*, an escaped prisoner from Azkaban, the wizard prison, believed to be one of Lord Voldemort's allies.

The book was published in the United Kingdom on 8 July 1999 by Bloomsbury and in the United States on 8 September 1999 by Scholastic, Inc. Rowling found the book easy to writer, finishing it just a year after she began writing it. The book sold 68.000 copies in just three days after its release in the United Kingdom and since has sold over three million in the country. The book is

translated into Indonesian and it experiences the same success as it was in its homeland.

7. J.K. Rowling and Listiana Srisanti

Joanne Kathleen Rowling or well-known as J.K. Rowling was born in Yate, North Gloucestershire, England on July 31 1965. She is a single parent who lives at Edinburgh, Scottland. Rowling became a star in international literary works in 1999 when her first three series of novels take over the top three list of *New York Times best-seller* book after she had the similar achievement in United Kingdom. She is the genius creator of the *Harry Potter* fantasy series, one of the most popular book and film franchises in history.

After a number of rejections, Rowling finally sold her first book, *Harry Potter and the Philosopher's Stone*, for the equivalent of about 4 thousand dollars. It hit shelves in June 1997. The word 'Philosopher' in the book's original title was changed to 'Sorcerer' for its publication in America. The third book in Rowling's series, which is the focus of this study, is *Harry Potter and the Prisoner of Azkaban*. It hit shelves in July 1999. By the following summer, the first three Harry Potter books had earned approximately 480 million dollars in three years, with over million copies in print in 35 languages. The struggle of Rowling in her dream presenting Harry Potter to all the readers, encourages us to be brave in chasing a dream and never surrender.

Listiana Srisanti was a senior editor in *Gramedia Pustaka Utama* publisher dan she was known as the Indonesian translator of Harry Potter book series. She was born in February 3, 1954 and died in June 24, 2020. She was also known as

the translator of *Memoirs of a Geisha* book and some other books of Sidney Sheldon and Astrid Lindgren. She died in Bandung in 2010 because of the cancer she had suffered for a long time. She was a hero for Harry Potter's fans in Indonesia because through her translations, Indonesian readers involved in the fantasy and magical adventures of Harry Potter's novel.

B. Relevance of Study

There are some studies related to this topic of research which also discussed about shift which occur in the translation studies. They are:

1. The study done by Herman (2014) entitled Category Shifts in the English Translation of Harry Potter and the Philosopher's Stone Movie Subtitle into Indonesia (An Applied Linguistic Study). The research was conducted in order to find out the shifts in movie subtitle of Harry Potter especially for the Harry Potter and the Philosopher's Stone movie subtitle into Indonesian. In translating the texts, shifts are inevitable. The result of the research showed that all kinds of category shifts found in the subtitle, and the dominant category shift found is unit shift. This study has similarity with the recent research in which both discusses about translation shift. But the difference is the types of shift. The recent recent research studied about the class shift of noun phrase found in *Harry Potter and the prisoner of Azkaban*. This relevant study is used by the researcher as a guideline in doing the analysis of the translation shifts.

2. The study conducted by Rupiah and Hartono (2017) entitled Shift and Equivalence of Noun Phrases in English-Indonesian Translation of Barbie

Short Stories. The study was aimed to discover the use of shifts in Barbie short story. The result showed that there were high use of translation shift than equivalence applied. The use of translation shift makes the translation of noun phrase more naturally and acceptable. The use of category shift such as structural shift was the highest step in process of translating Barbie shor stories. While the highest equivalence occurs on textual equivalence where there was equivalence structuring of a text. The different between the relevant study and the recent research is the topic. This relevant study discussed all types of shift found in the stories while the recent studied discuss only the class shift of noun phrase in the story. Furthermore, this relevant study is useful for the researcher in conducting the analysis and the discussion of the result findings.

3. Santiari (2017) conducted a research entitled Translation Shift in Translating English Noun Phrases into Indonesian Noun Phrases Found in 'Let it Snow' into 'Dalam Derai Salju'. The objective of the research was to describe the shifts of noun phrases found in the story. The result of the study showed that the unit shifts were mostly found in the novel. The similarity between this relevant study and the recent research is both discuss the translation shifts of noun phrases. But they are different in term of the types of translation shift discussed. The recent research focused only on the class shift of noun phrase translation. Eventhough, this relevant study is still beneficial for the researcher in doing her analysis on the shift of noun phrase translation.

4. The study entitled Meaning Equivalence and Shift of Noun Phrases in Bilingual Children's Literature; Indonesian into English Translation which is conducted by Dewi (2018). The study aimed at describing the equivalence and shift occurring in translationg noun phrases. Library research was applied to this study. The result of the study showed that the meaning equivalence often occurs in formal correspondence. Then, the study also finds the structure shift existed in 15 NPs of both stories; the class shift occurred in 3 noun phrases; the unit shift occurred in 1 noun phrase and the intra-system shift occurred in 2 noun phrases. The similarity between the relevant study and the recent research is both investigating the translation shift of noun phrase. The difference is the types of shift which are discussed. The researcher focused on the class shift of noun phrase translation found in the book since the depth analysis is needed to provide some beneficial information. However, this relevant study is used by the researcher as a guidance in providing the appropriate analysis and discussing the result findings.

C. Conceptual Framework

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. The source language (SL) is transformed into target language (TL) without losing the content of the message. English and Indonesian belong to two different languages. They have own vocabulary and structure, even some Indonesian words are adopted from English words. In transferring information

from English to Indonesian needs the role of translators. Every translator has an obligation to transfer all the messages from source language to target language without changing the meaning. Translator should determine the form and the content of the source language text with form that appropriate in the target language text. They should be clear enough in conveying the message to the readers. So, it needs a special skill to make the result of translation becomes natural and easy to understand.

The translators usually find the difficulties in getting the equivalent and the exact structure in the target language. To solve this, the translators should be able to adjust the structure of the translation in accordance with the rules and grammar of the target language. When translating from the SL (English) text into TL text (Indonesian), the translators should know the rule of both languages. Because both have different structure, so translation shift is needed. One of the shifts is class shift.

Class shift occurs when the translation equivalent of the source language item is a member of a different class from the original item. Word class is defined in grammatical terms as a set of words that exhibit the same syntactic properties. There are four major classes of word; noun, verb, adjective, and adverb. A word class in the source language text changed into another word class in the target language text. Class shifts are needed to make the translation sounds more natural and gives better sense to the receptor readers.

Translators tended to translate literally actually make a partially modified literal translation. The order and grammar enough to use acceptable sentence structure in the receptor language are modified. However, the lexical items are

translated literally and the result still does not sound natural. In a modified literal translation, the translator usually adjusts the translation enough to avoid real nonsense and wrong meanings, but the unnaturalness still remains.

Idiomatic translation used the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items (Larson, 1998). A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is the goal of the translator. Meanwhile, unduly free translations are not considered acceptable translations for most purposes. Translation are unduly free if they add extraneous information not in the source text, if they change the meaning of the source language text. Sometimes unduly free translations are made for purposes of humor or to bring about a special response from the receptor language speakers.

The focus of this research therefore is to describe the class shift of noun phrases found in English – Indonesian version of J.K Rowling's novel entitled *Harry Potter and The Prisoner of Azkaban*. Moreover, the research also describes the types of the translation with the occurances of the class shift in the noun phrases. The analysis and the findings of this research are expected to present an insight about the role of translation shift in literature works.
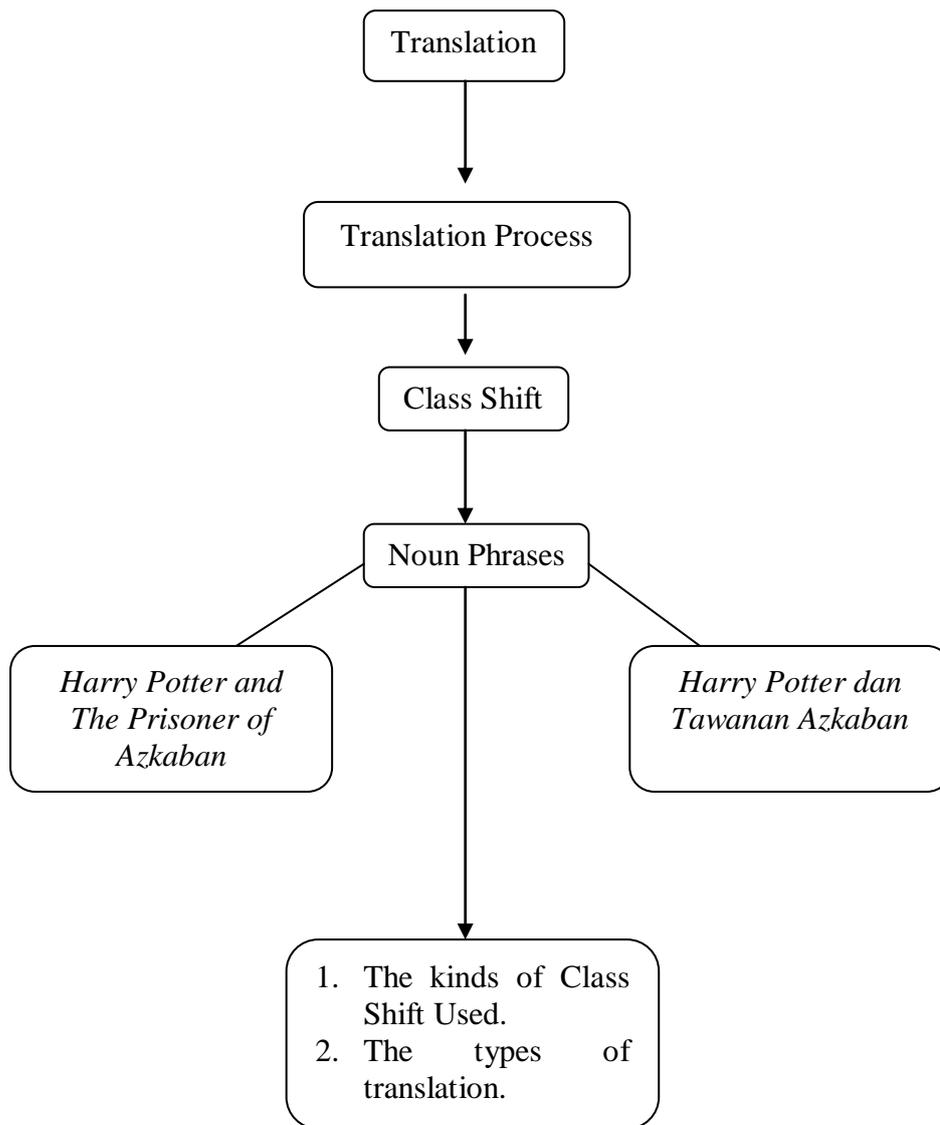
Figure 2.3 The Conceptual Framework.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of Research

This study was categorized as the library research. It meant that the research were conducted in some places that enabled the reasearcher to get the data, doing the analysis and draw the conclusion from the analysis.

B. Data and Source of Data

The data of this research were the noun phrases in English_Indonesian version of *Harry Potter and the Prisoner of Azkaban* novel which contained class shift. The source of data was the English version of novel entitled *Harry Potter and the Prisoner of Azkaban* written by JK Rowling. While the Indonesian version entitled *Harry Potter dan Tawanan Azkaban* was translated by Listiana Srisanti.

C. Research Design

This study used descriptive qualitative method, as the researcher analyzed the class shift of noun phrases in the novel and then she described the translation types with the occurances of the translation shifts in it. In qualitative study, the researcher collected the data, analyzed them and drew a conclusion without making any generalization. The data were put into a table of the data sheet. This method was applied by analyzing the data based on the theory in use to get the best result.

D. Research Instrument

The instrument in this research was the researcher herself, data sheets, and related references. In this research, the researcher acted as the planner, data collector, data analyst and data interpreter in the analysis result. Meanwhile, in conducting this study, the researcher used some additional instruments, such as dictionaries and a computer with related software to collect and classify the data.

E. Technique of Collecting the Data

This research used document study as the technique of collecting the data. The steps were done by the researcher taking all data that were suitable to the criteria and supported the research questions. All the data were then put in the data table. In the meantime, the chosen data led to the focus of the study. In collecting the related data, the researcher read the English and the Indonesian version of the *Harry Potter and the Prisoner of Azkaban* (*Harry Potter dan Tawanan Azkaban*) novel.

F. The Technique of Analyzing the Data

In doing analysis, this research used qualitative descriptive analysis based on Miles and Huberman (2014) which consisted of the following steps:

1. Data Reduction

Data reduction meant summarizing, choose the basic things, focusing on important things, look for themes and patterns. Firstly, the researcher collected the data about noun phrases which had class shift translation. Then, the researcher transcribed the data. The irrelevant data were discarded. Next, after reducing the data, the researcher displayed the data in the form of descriptive.

2. Data Display

The second step was data display. A display was an organized, compressed assembly of information that permitted conclusion drawing and the action. In the process of displaying the data, it was based on the formulation of the problems. This step was done by presenting a set of information that was structured and possibility of drawing conclusion.

3. Conclusion Drawing/Verification

The third step of the analysis was conclusion drawing and verification. Conclusion drawing involved stepping back to consider what the analyzed data meant and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entailed revisiting the data as many times as necessary to cross-check or verify these emergent conclusions.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The data of this research were the noun phrases in English – Indonesian version of *Harry Potter and the Prisoner of Azkaban* novel which contained class shift. This study belonged to descriptive qualitative research. In qualitative study, the researcher collected the data, analyzed them and drew a conclusion. In doing the analysis, this research used qualitative descriptive analysis proposed by Miles and Huberman (2014) which consisted of data reduction, data display and conclusion drawing/verification.

1. Class Shift of Noun Phrase in *Harry Potter and The Prisoner of Azkaban*

After analyzing the data in this research, it was found that there were six types of class shift that occurred in the English – Indonesian version of JK Rowling's novel entitled *Harry Potter and the Prisoner of Azkaban*. They were noun shifted into adverb, noun shifted into adjective, noun shifted into verb, adjective shifted into verb, adjective shifted into noun and verb shifted into noun.

Based on fifty eight (58) noun phrases that had been analyzed, it was found that there were three nouns shifted into adverbs, seven nouns shifted into adjectives, fourty-three nouns shifted into verbs, two adjectives shifted into verbs, two adjectives shifted into noun and only one verb shifted into noun. It can be seen from the following table.

Table 4.1 the Kinds of Class Shift Found in the Novel

No.	Kinds of Class Shift	the Amount of occurrence	Percentages
1.	Noun shifted into adverb	3	6%
2.	Noun shifted into adjective	7	12%
3.	Noun shifted into verb	43	74%
4.	Adjective shifted into verb	2	3%
5.	Adjective shifted into noun	2	3%
6.	Verb shifted into noun	1	2%
	Total	**58**	**100%**

It can be seen from Table 4.1 above that from fifty-eight class shift of noun phrases found in the novel, most of them were nouns. There were fifty-three nouns found in the source language text (English version). There were four adjectives and only one verb found in the source language text. As having explained in the previous section, those classes of words shifted into other classes in the target language text. The data analysis can be seen as follows.

Data 1, on page 4 (SL and TL)

SL: in secret

TL: *secara sembunyi-sembunyi*

From the data 1 it can be seen that the target language was shifted in word class. The source language 'in secret' was noun phrase which consisted of preposition 'in' and a noun 'secret'. In the target language, the translator shifted the noun into an adverb '*sembunyi-sembunyi*'. So, in the first data, the class shift was noun shifted into adverb.

Data 2, on page 4 (SL and TL)

SL: the death of night

TL: *larut malam*

Noun phrase 'the death of night' consisted of article (the) + noun (death) + preposition (of) + noun (night). It was translated into *larut malam*. It can be seen that the noun (death) was shifted into an adjective (*larut*). So, the class shift in Data 2 belonged to noun shifted into adjective.

Data 3, on page 5 (SL and TL)

SL: Harry's least favourite teacher

TL: *Guru yang paling tidak disukai Harry*

In Data 3, it can be seen the noun phrase in source language was constructed from Pronoun (Harry's) + adjective (least favourite) + noun (teacher). The noun phrase was translated into *guru yang paling tidak disukai Harry*. It can be seen that there was a class shift in the target language. The adjective (least favourite) in the source language was shifted into negative form of verb (*tidak disukai*) in the target language. So, it can be stated that the class shift was adjective shifted into verb.

Data 4, on page 5 (SL and TL)

SL: in a bad mood

TL: *marah*

The noun phrase in Data 4 was constructed from preposition (in) + article (a) + adjective (bad) + noun (mood). It was translated into a word *marah*. In the target language, *marah* was a verb. It can be seen that there was a class shift in the translation. The shift was noun shifted into verb.

Data 5, on page 6 (SL and TL)

SL: in touch

TL: *menghubunginya*

The noun phrase in Data 5 consisted of preposition (in) + noun (touch). It was translated into verb (*menghubungi*). It can be seen that a class shift occurred in the translation. The shift was noun shifted into verb.

Data 6, on page 7 (SL) and page 6 (TL)

SL: bedside table

TL: *meja di sebelah tempat tidurnya*

The noun phrase in Data 6 consisted of noun (bedside) + noun (table). It was translated into *meja di sebelah tempat tidurnya.* It can be seen that there was a class shift in the translation. The noun (bedside), which meant a position at the side of one's bed, shifted into adverb (*di sebelah tempat tidurnya*) which described the position of the noun (table). So, the shift was categorized as noun shifted into adverb.

Data 7, on page 7 (SL) and page 6 (TL)

SL: a funny jolt

TL: *tersentak*

From the Data 7 above, it can be seen that the noun phrase in source language text was contructed from article (a) + adjective (funny) + noun (jolt). It was translated into verb (*tersentak*) in the target language text. So it can be stated that the shift was noun shifted into verb.

Data 8, on page 8 (SL) and page 7 (TL)

SL: absent for two nights

TL: *dua malam tidak pulang*

From Data 8, it can be seen from that the noun phrase was constructed from adjective (absent) + preposition (for) + noun (two nights). It was translated

into *dua malam tidak pulang*. There was class shift occurred in the translation where the adjective (absent) in source language text translated into verb (*tidak pulang*) in the target language text. So, the shift was adjective shifted into verb.

Data 9, on page 8 (SL) and page 7 (TL)

SL: a dead mouse

TL: *bangkai tikus*

The noun phrase in Data 9 consisted of article (a) + adjective (dead) + noun (mouse). The adjective (dead) in source language text was translated into noun (*bangkai*) in the target language text. So, it can be stated that the shift was adjective shifted into noun.

Data 10, on page 9 (SL) and page 7 (TL)

SL: motionless

TL: *tak bergerak*

It can be seen from the Data above that there was class shift in the translation. The noun phrase consisted of a single noun (motionless) which was translated into verb (*tak bergerak*) in the target language text. So, the shift was noun shifted into verb.

Data 11, on page 9 (SL) and page 8 (TL)

SL: wizarding newspaper

TL: *Koran sihir*

From Data 11, it can be seen that the noun phrase was constructed from verb ing form (wizarding) + noun (newspaper). It was translated into *Koran sihir*. The verb in the source language text shifted into noun (*sihir*) in the target language text. So, the shift was verb shifted into noun.

Data 12, on page 12 (SL) and page 10 (TL)

SL: learning loads

TL: *banyak sekali yang dipelajarinya*

It can be seen from the Data 12 above that the noun phrase consisted of noun or gerund (learning) + noun (loads). It was translated into *banyak sekali yang dipelajarinya*. It can be seen that the noun (learning) in the source language was shifted into verb (*dipelajari*) in the target language text. So it can be stated that the shift was noun shifted into verb.

Data 13, on page 14 (SL) and page 11 (TL)

SL: a loud sleepy grunt

TL: *mendengkur keras*

From the Data 13 above, it can be seen that the noun phrase consisted of article (a) + adjective (loud sleepy) + noun (grunt). The word 'grunt' in the source language was a noun. It was shifted into *mendengkur* which in the target language was a verb. So, the shift was noun shifted into verb.

Data 14, on page 18 (SL) and page 14 (TL)

SL: a source of great annoyance

TL: *menjengkelkan*

The noun phrase in Data 14 was the construction of article (a) + noun (source) + preposition (of) + adjective (great) + noun (annoyance). The word 'annoyance' in source language text was a noun. It was shifted into verb (*menjengkelkan*) in the target language text. So, it can be seen that there was a class shift occurred in the translation. The class shift was noun shifted into verb.

Data 15, on page 19 (SL) and page 14 (TL)

SL: the memory of this incident

TL: *mengingat kejadian ini*

From the Data 15, the noun phrase consisted of article (the) + noun (memory) + preposition (of) + pronoun (this) + noun (incident). The word 'memory' in the source language text which was a noun shifted into *mengingat*, which in the target language text was a verb. So, the class shift was noun shifted into verb.

Data 16, on page 24 (SL) and page 18 (TL)

SL: the thought of the Hogsmeade form

TL: *teringat formulir Hogsmeade*

Similar case occurred in Data 16 where the noun in the source language text shifted into verb in the target language text. The noun phrase in Data 16 consisted of article (the) + noun (thought) + preposition (of) + article (the) + noun (Hogsmeade form). The word 'thought' in the source language text was a noun. It was shifted into *teringat* which in the target language text was a verb.

Data 17, on page 26 (SL) and page 20 (TL)

SL: expulsion from Hogwarts

TL: *dikeluarkan dari Hogwarts*

From Data 17, it can be seen that the noun phrase was the construction of noun (expulsion) + preposition (from) + noun (Hogwarts). The word 'expulsion' in the source language text was a noun. It was shifted into *dikeluarkan* which in the target language text was a verb. So, it can be stated that the shift was noun shifted into verb.

Data 18, on page 28 (SL) and page 21 (TL)

SL: on his feet

TL: *berdiri*

It can be seen from the data above that the noun phrase consisted of preposition (on) + pronoun (his) + noun (feet). The word 'feet' in the source language text was a noun. It was shifted into *berdiri* in the target language text which belonged to the class of verb. So, the shift was noun into verb.

Data 19, on page 28 (SL) and page 21 (TL)

SL: the swelling

TL: *menggelembung*

The noun phrase in the data above was constructed from article (the) + noun or gerund (swelling). The noun 'swelling' in the source language text was shifted into *menggelembung* which in the target language text belonged to verb. So, the shift in Data 19 was noun shifted into verb.

Data 20, on page 29 (SL) and page 22 (TL)

SL: the catch on the door

TL: *mencari grender pintu*

The noun phrase in the data above consisted of article (the) + noun (catch) + preposition (on) + article (the) + noun (door). The word 'catch' in the source language text was a noun. It was translated into *mencari* which in the target language text was a verb. So, it can be stated that there was a class shift in the translation. It was noun shifted into verb.

Data 21, on page 32 (SL) and page 24 (TL)

SL: a funny prickling on the back of his neck

TL: *tengkuknya merinding aneh*

From the data above it can be seen that the noun phrase was the construction of article (a) + adjective (funny) + noun or gerund (prickling) + preposition (on) + article (the) + noun (back of his neck). It was translated into *tengkuknya merinding aneh*. There was a class shift in the translation. The word 'prickling' in the source language text was a noun. It was shifted into *merinding* which in the target language text was an adjective. So, it can be stated the shift was noun shifted into adjective.

Data 22, on page 36 (SL) and page 27 (TL)

SL: the magical community

TL: *masyarakat penyihir*

The noun phrase above consisted of article (the) + adjective (magical) + noun (community). The word 'magical' was an adjective in the source language text. It was shifted into noun 'penyihir' in the target language text. The class shift was adjective shifted into noun.

Data 23, on page 41 (SL) and page 31 (TL)

SL: the glow of the fire

TL: *walaupun apinya hangat*

The noun phrase in the data above consisted of article (the) + noun (glow) + preposition (of) + article (the) + noun (fire). It was translated into *walaupun apinya hangat*. It can be seen that there was a class shift in the translation. The word 'the glow' in the source language text was a noun. It was shifted into *hangat* which in the target language text categorized into adjective. So, the shift was noun shifted into adjective.

Data 24, on page 43 (SL) and page 32 (TL)

SL: the fuss

TL: *diributkan*

From the data above, it can be seen that the noun phrase was the construction of article (the) + noun (fuss). It was translated into *diributkan*. The word 'fuss' which meant as excessive activity and categorized as noun shifted into *diributkan* which in the target language text was a verb. It can be seen that there was a class shift in the translation. It was noun shifted into verb.

Data 25, on page 44 (SL) and page 33 (TL)

SL: a last smile and shake of Harry's hand

TL: *tersenyum sekali lagi dan menjabat tangan Harry*

The noun phrase above was constructed from article (a) + adjective (last) + noun (smile). It was translated into *tersenyum sekali lagi*. The word 'smile' in the source language text was a noun. It was shifted into *tersenyum* which was a verb in the target language text. So, it can be stated that there was a class shift in the translation and it was noun shifted into verb.

Data 26, on page 42 (SL) and page 37 (TL)

SL: on the run from the Ministry of Magic

TL: *melarikan diri dari Kementerian Sihir*

The noun phrase in Data 26 consisted of preposition (on) + article (the) + noun (run) + preposition (from) + article (the) + noun (Ministry of Magic). The word 'run' in the source language text was a noun. It was shifted into verb 'melarikan diri' in the target language text. So, it can be seen that there was a class shift in the translation. It was noun shifted into verb.

Data 27, on page 65 (SL) and page 47 (TL)

SL: of dripping tea on his photo

TL: *meneteskan teh ke fotonya*

From the data above, it can be seen that there was a class shift in the translation. The word 'dripping' was a noun or gerund in the source language text and it was shifted into verb 'meneteskan' in the target language text. The class shift was noun shifted into verb. It can be seen from the data that the noun phrase was the construction of preposition (of) + noun or gerund (dripping) + noun (tea) + preposition (on) + pronoun (his) + noun (photo).

Data 28, on page 67 (SL) and page 49 (TL)

SL: in a tense voice

TL: *tegang*

The noun phrase in Data 28 consisted of preposition (in) + article (a) + adjective (tense) + noun (voice). It was translated into *tegang*. It can be seen that there was a class shift in the translation. The word 'voice' which was a noun in the source language text shifted into adjective '*tegang'* in the target language text. So, it can be stated that the class shift was noun shifted into adjective.

Data 29, on page 89 (SL) and page 64 (TL)

SL: a ridiculuous impression of a swooning fit

TL: *berpura-pura pingsan dengan lagak konyol sekali*

The noun phrase above was the construction of article (a) + adjective (ridiculuous) + noun (impression of a swooning fit). The noun 'swooning fit' in the source language text was shifted into verb '*berpura-pura pingsan*' in the

target language text. So, it can be seen that there was a class shift in the translation. It was noun shifted into verb.

Data 30, on page 89 (SL) and page 64 (TL)

SL: with a contemptuous glance

TL: *mengerlingkan meremehkan*

From the data above it can be seen that there was a class shift in the translation. The noun phrase was constructed from preposition (with) + article (a) + adjective (contemptuous) + noun (glance). The word 'glance' in the source language text was a noun. It was shifted into '*mengerlingkan*' which in the target language text was a verb. The class shift was noun shifted into verb.

Data 31, on page 93 (SL) and page 67 (TL)

SL: women in crinolines

TL: *wanita yang memakai gaun mengembang*

The noun phrase in Data 31 consisted of noun (women) + preposition (in) + noun (crinolines). It was translated into *wanita yang memakai gaun mengembang*. It can be seen that there was a class shift in the translation. It was noun shifted into verb. The word 'crinolines' was a noun in the source language text. It was shifted into verb '*memakai*' in the target language text.

Data 32, on page 114 (SL) and page 83 (TL)

SL: in a tone of mock sorrow

TL: *pura-pura sedih*

In data 32, it can be seen that the noun phrase was the construction of preposition (in) + article (a) + noun (tone) + preposition (of) + mock (adjective) + noun (sorrow). There was a class shift translation in this noun phrase. The word

'tone' in source language text was noun. It was shifted into verb '*pura-pura*' which in the target language text was a verb. So, the class shift was noun shifted into verb.

Data 33, on page 115 (SL) and page 84 (TL)

SL: on the verge of tears

TL: *nyaris menangis*

The noun phrase was constructed from preposition (on) + article (the) + noun (verge) + preposition (of) + noun (tears). The word 'tears' was a noun in the source language text. It was shifted into *menangis* which in the target language text was a verb. So, it can be seen that there was a class shift in the translation. It was noun shifted into verb.

Data 34, on page 116 (SL) and page 84 (TL)

SL: sneering laugh

TL: *tertawa menghina*

It can be seen from the noun phrase in Data 34 that the word 'sneering' which in the source language text was a noun or gerund. It was shifted into verb '*menghina*' in the target language text. So, it can be stated that there was a class shift in the translation. It was noun shifted into verb. The construction of noun phrase in Data 34 was noun (sneering) + noun (laugh).

Data 35, on page 127 (SL) and page 93 (TL)

SL: Snape in that hat

TL: *Snape memakai topi konyol itu*

The noun phrase in Data 35 consisted of noun (Snape) + preposition (in) + pronoun (that) + noun (hat). There was a class shift in the translation, especially

on the word 'hat' which in the source language text was a noun. It was shifted into *memakai* which in the target language text was a verb. So, the class shift was noun shifted into verb.

Data 36, on page 156 (SL) and page 114 (TL)

SL: and some sullen muttering

TL: *dan menggerutu sebal*

Class shift occurred when the translation equivalent of the source language items was a member of a different class from the original item. From Data 36, it can be seen that the word 'muttering' was a noun or gerund in the source language text. The equivalent translation of it was *menggerutu*, which in the target language text was a different class from the source language text. The word '*menggerutu*' was a verb. So, the class shift was noun shifted into verb. The noun phrase consisted of conjunction (and) + adjective (some sullen) + noun or gerund (muttering).

Data 37, on page 167 (SL) and page 122 (TL)

SL: a stream of visitors

TL: *pengunjung tak henti-hentinya datang*

The noun phrase in Data 37 consisted of article (a) + noun (stream) + preposition (of) + noun (visitors). The class shift occurred in the data. It can be seen from the word 'stream', which was a noun in the source language text, shifted into '*tak henti-hentinya*' which in the target language text was an adverb. So the class shift was noun shifted into adverb.

Data 38, on page 196 (SL) and page 143 (TL)

SL: a sound of heavy footsteps

TL: *terdengar langkah-langkah berat*

In Data 38, the noun phrase was constructed from article (a) + noun (sound) + preposition (of) + adjective (heavy) + noun (footsteps). It was translated into *terdengar langkah-langkah berat*. The word 'sound' in the source language text was a noun. It was shifted into different class from the original item. It was translated into '*terdengar*' which in the target language text was a verb. So, the shift was noun shifted into verb.

Data 39, on page 220 (SL) and page 162 (TL)

SL: a grip on yourself

TL: *menguasai diri*

The noun phrase consisted of article (a) + noun (grip) + preposition (on) + pronoun (yourself). The word 'grip' was translated into '*menguasai*'. So, it can be seen that there was a class shift in the data. The word 'grip' was a noun in the source language text and it was shifted into '*menguasai*' which was a verb in the target language text. So, the class shift was noun shifted into verb.

Data 40, on page 223 (SL) and page 164 (TL)

SL: at the idea of someone

TL: *mendengar tentang seseorang*

From Data 40 it can be seen that there was a class shift translation. The noun phrase was constructed from preposition (at) + article (the) + noun (idea) + preposition (of) + noun (someone). The word 'idea' which in the source language text was a noun shifted into verb '*mendengar*'. So, it can be stated that the noun shifted into verb.

Data 41, on page 225 (SL) and page 166 (TL)

SL: a clear view of Hermione

TL: *melihat jelas Hermione*

The construction of noun phrase in Data 41 was article (a) + adjective (clear) + noun (view) + preposition (of) + noun (Hermione). It was translated into *melihat jelas Hermione*. It can be seen from the translation that there was a class shift. The noun shifted into verb. The word 'view' was a noun in the source language text. It was shifted into '*melihat*' which was a verb in the target language text.

Data 42, on page 230 (SL) and page 169 (TL)

SL: a go on the Firebolt

TL: *mencoba naik Firebolt*

The noun phrase in Data 42 was translated into *mencoba naik Firebolt*. The noun phrase in the source language text consisted of article (a) + noun (go) + article (the) + noun (Firebolt). It can be seen from the translation that a class shift had occurred. The word 'go' which in the source language text functioned as a noun shifted into verb '*mencoba*' in the target language text. So the shift was noun shited into verb.

Data 43, on page 230 (SL) and page 169 (TL)

SL: a full recovery

TL: *sembuh total*

From Data 43 it can be seen that there was a class shift in the translation. The noun phrase was constructed from article (a) + adjective (full) + noun (recovery). It was translated into *sembuh total*. The word 'recovery' in the source

language text was a noun. It was shifted into '*sembuh*' which in target language text was an adjective. So, the shift was noun shifted into adjective.

Data 44, on page 249 (SL) and page 182 (TL)

SL: uncomfortable looks

TL: *merasa tak enak*

There was a class shift in Data 44. The noun phrase consisted of adjective (uncomfortable) + noun (looks). It was translated into *merasa tak enak*. It can be seen that the class shift was noun shifted into verb. The word 'looks' in the source language text was a noun. It was shifted into verb '*merasa*' in the target language text.

Data 45, on page 257 (SL) and page 188 (TL)

SL: a law unto himself

TL: *bikin aturan sendiri*

The noun phrase in Data 45 was the construction of article (a) + noun (law) + preposition (unto) + pronoun (himself). It was translated into *bikin aturan sendiri*. The word 'law' was a noun in the source language text. It was shifted into '*bikin*' which was a verb in the target language text. So, it can be stated that there was a class shift in the translation. It was noun shifted into verb.

Data 46, on page 258 (SL) and page 188 (TL)

SL: a cut above the rest of us

TL: *lebih hebat dari kami semua*

The noun phrase in Data 46 consisted of article (a) + noun (cut) + (preposition) + article (the) + noun (rest of us). It can be seen that there was a class shift in the data. The noun phrase was translated into *lebih hebat dari kami*

semua. The word 'cut' was a noun the source language text and it was translated into '*hebat*' which was an adjective in the target language text. So, the shift was noun shifted into adjective.

Data 47, on page 258 (SL) and page 188 (TL)

SL: on his feet

TL: *bangkit*

From Data 47 it can be seen that the noun phrase was constructed from preposition (on) + pronoun (his) + noun (feet). It was translated into *bangkit*. From the translation, it can be seen that a class shift occurred in the noun phrase. The word 'feet' was a noun in the source language text. It was shifted into verb '*bangkit*' in the target language text. So, it can be stated the shift was noun shifted into verb.

Data 48, on page 260 (SL) and page 190 (TL)

SL: a word

TL: *bicara*

The noun phrase in Data 48 consisted of article (a) + noun (word). It was translated into *bicara*. The word 'word' which was a noun in the source language text shifted into verb '*bangkit*'. So, it can be stated that there was a class shift in the translation. It was noun shifted into verb.

Data 49, on page 272 (SL) and page 198 (TL)

SL: a burden

TL: *membebani*

The noun phrase in Data 49 was constructed from article (a) + noun (burden). It was translated into *membebani*. It can be seen that the noun 'burden'

in the source language text was shifted into verb '*membebani*' in the target language text. A word class in the source language text changed into another word class in the target language text was called as class shift. The class shift in this data was noun shifted into verb.

Data 50, on page 301 (SL) and page 219 (TL)

SL: a sudden halt

TL: *mendadak berhenti*

It can be seen from Data 50 that the noun phrase consisted of article (a) + adjective (sudden) + noun (halt). The word 'halt' which in the source language text was a noun shifted into '*berhenti*' which was a verb in the target language text. So, it can be stated that there was a class shift in the translation. It was noun shifted into verb.

Data 51, on page 303 (SL) and page 220 (TL)

SL: on his feet

TL: *berdiri*

From the data above, it can be seen that the noun phrase was the construction of preposition (on) + pronoun (his) + noun (feet). It was translated into *berdiri*. The word 'feet' in the source language text was a noun. It was shifted into '*berdiri*' which was a verb in the target language text. So, it can be stated that there was a class shift in the translation of noun phrase in Data 51 and it was noun shifted into verb.

Data 52, on page 321 (SL) and page 234 (TL)

SL: a close watch

TL: *memantau terus*

The noun phrase in Data 52 consisted of article (a) + adjective (close) + noun (watch). The noun phrase was translated into *memantau terus*. It can be seen from the translation that a class shift had occurred. The word 'watch' in the source language text was a noun. It was shifted into '*memantau*' which in the target language text was a verb. So, the shift was noun shifted into verb.

Data 53, on page 327 (SL) and page 239 (TL)

SL: on bended knee

TL: *berlutut*

From Data 53, it can be seen that the noun phrase was constructed from preposition (on) + adjective (bended) + noun (knee). It was translated into *berlutut*. The word 'knee' in the source language text was a noun. It was shifted into verb '*berlutut*' in the target language text. It was class shift and the shift was noun shifted into verb.

Data 54, on page 335 (SL) and page 245 (TL)

SL: an ear out for news

TL: *cari berita*

The noun phrase in Data 54 had a class shift in the translation. The noun phrase consisted of article (an) + noun (ear) + preposition (out for) + noun (news). It was translated into *cari berita*. The word 'ear' was a noun in the source language text. It was shifted into '*cari*' which was a verb in the target language text. The shift was noun shifted into verb.

Data 55, on page 343 (SL) and page 251 (TL)

SL: the rear

TL: *paling belakang*

The class shift of translation also occurred in Data 55. It can be seen from the noun phrase, which constructed from article (the) + noun (rear), translated into *paling belakang*. The word 'rear' in the source language text was a noun and it was shifted into '*belakang*' which was an adjective in the target language text. So, it can be stated that the shift was noun shifted into adjective.

Data 56, on page 352 (SL) and page 258 (TL)

SL: a pause

TL: *berhenti sejenak*

The noun phrase in Data 56 consisted of article (a) + noun (pause). It was translated into *berhenti sejenak*. From the translation, it can be seen that there was a class shift. The word 'pause' in the source language text was a noun. It was translated into '*berhenti*' which in the target language text was a verb. So, the class shift was noun shifted into verb.

Data 57, on page 355 (SL) and page 261 (TL)

SL: into speech at the same time

TL: *berbicara bersamaan*

The noun phrase in Data 57 was the construction of preposition (into) + noun (speech) + preposition (at) + article (the) + adjective (same) + noun (time). It was translated into *berbicara bersamaan*. It can be seen from the translation that there was a class shift. The word 'speech' in the source language text was a noun. It was shifted into '*berbicara*' which in the target language text was a verb. So, it can be stated that the shift in Data 57 was noun shifted into verb.

Data 58, on page 382 (SL) and page 280 (TL)

SL: with a swift smile

TL: *sekilas tersenyum*

Class shift was a change of word class. From Data 58, it can be seen that there was a change of word class in the translation. The noun phrase consisted of preposition (with) + article (a) + adjective (swift) + noun (smile). The word 'smile' in the source language text was a noun. It was shifted into '*tersenyum*' which in the target language text was a verb. So, it can be stated that there was a change of word class in the translation. It was noun shifted into verb.

2. The Translation Types with the Occurrances of Class Shift

Class shift occurred when the translation equivalent of the source language item was a member of a different class from the original item. The types of translation were analyzed based on theory proposed by Larson (1998) who divided the translation into two types, namely literal translation and idiomatic translation. The analysis can be seen as follow.

Data 1, on page 4 (SL and TL)

SL: in secret

TL: *secara sembunyi-sembunyi*

From Data 1, it can be seen that the translation was categorized into idiomatic translation because the translation used the natural form of the receptor language, both in grammatical and in the choice of lexical item. In the source language, the noun phrase was contructed from preposition (in) + noun (secret), it was translated into adverb in the target language which made the translation sounded more natural than if it was translated as 'dalam rahasia'. This translation was unnatural because it confused the readers.

Data 2, on page 4 (SL and TL)

SL: the death of night

TL: *larut malam*

The noun phrase in the target language was constructed from article (the) + noun (death) + preposition (of) + noun (night) translated into *larut malam* which consisted of adjective (*larut*) + noun (malam) in the receptor language. This type of translation was categorized as idiomatic translation since the translation reproduced the meaning of the source language in the natural form of the receptor language. It would be unnatural if it was translated as *kematian malam*, even though this type of translation was following grammatical rule of the source language. However, the translation sounded awkward in the target language because there was no such phrase *kematian malam* in Indonesian language.

Data 3, on page 5 (SL and TL)

SL: Harry's least favourite teacher

TL: *Guru yang paling tidak disukai Harry*

From the Data 3 it can be seen that the source language noun phrase was constructed from pronoun (Harry) + aposthrope (s) + adjective (least) + adjective (favourite) + noun (teacher). It was then translated into *Guru yang paling tidak disukai Harry* which constructed from noun (Guru) followed by the subordinating clause which played the role as adjective. The translation was categorized as idiomatic translation because it met the original intention and it was easy to understand in the target language. It can be seen from the Data that the translator made some adjustments in order to present the equivalent translation in the receptor language.

Data 4, on page 5 (SL and TL)

SL: in a bad mood

TL: *marah*

The noun phrase in the source language in Data 4 consisted of preposition (in) + article (a) + adjective (bad) + noun (mood) which was translated into a single word, a verb (*marah*) in target language. It can be seen that this type of translation was categorized into idiomatic translation because the translation used the natural form of the target language. It would be unnatural if the noun phrase was translated as *dalam mood yang buruk*.

Data 5, on page 6 (SL and TL)

SL: in touch

TL: *menghubunginya*

The type of translation in Data 5 was categorized as idiomatic translation because it can be seen that the translation did not sound like a translation. It sounded like it was written originally in the receptor language. It would be bad if the noun phrase was translated literally as *dalam sentuhan*. The noun phrase in Data 5 was constructed from preposition (in) + noun (touch) which then translated into verb in the receptor language. The translator made an adjustment in the form of word class in order to present the natural form of translation in the receptor language.

Data 6, on page 7 (SL) and page 6 (TL)

SL: bedside table

TL: *meja di sebelah tempat tidurnya*

The noun phrase in Data 6 consisted of noun (bedside) + noun (table) which was translated into *meja di sebelah tempat tidurnya*. It can be seen that the type of translation was categorized as idiomatic translation because the translation reproduce the natural form of the receptor language. In order to reproduce idiomatic translation, sometimes the translator was required to make adjustment.

Data 7, on page 7 (SL) and page 6 (TL)

SL: a funny jolt

TL: *tersentak*

The type of translation in Data 7 was categorized as idiomatic translation because the translation used the natural form of the target language. It made a good impression for the readers because the translation was easy to understand. It would be unnatural if the noun phrase was translated into *kejutan yang lucu* which which did not meet the equivalent translation in the target language.

Data 8, on page 8 (SL) and page 7 (TL)

SL: absent for two nights

TL: *dua malam tidak pulang*

From Data 8 it can be seen that the type of translation was categorized as idiomatic translation since the translation reproduce the natural form of the receptor language. There was an adjustment in the translation which made it sounded more natural. It would be unnatural if it was translated into *absen selama dua malam*, which did not meet the context and sounded awkward in the target language.

Data 9, on page 8 (SL) and page 7 (TL)

SL: a dead mouse

TL: *bangkai tikus*

From Data 9 it can be seen that the noun phrase was constructed from article (a) + adjective (dead) + noun (mouse). It was translated into *bangkai tikus*, which was in the receptor language constructed from noun (*bangkai*) + noun (*tikus*). This type of translation was categorized as idiomatic translation because the translation used the natural form of the receptor language. It would be unnatural if the noun phrase was translated into *seekor tikus mati*.

Data 10, on page 9 (SL) and page 7 (TL)

SL: motionless

TL: *tak bergerak*

The noun phrase in Data 10 was constructed from noun (motion) + suffix (less) which translated into *tak bergerak* in the target language. This type of translation was categorized as near idiomatic translation because the translation reproduced natural form of the target language. But, it would be more natural (idiomatic translation) if the the noun phrase was translated into *diam*. This translation seemed to be more suitable as the equivalent translation in the target language.

Based on the analysis done by the researcher regarding the types of translation with the occurances of class shift in the noun phrases, the types of the translation can be seen in the following table.

Table 4.2 The Types of Translation with the Occurances of Class Shift

Types of Translation	The Amount	The Percentages
Idiomatic Translation	53	91%
Near Idiomatic Translation	5	9%
Total	**58**	**100%**

Based on Table 4.2 it can be seen that from fifty eight data in this research, there were fifty three data which categorized as idiomatic translation and there were five data which categorized as near idiomatic translation. In idiomatic translation, the translator used the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items. The idiomatic translations did not sound like a translation. It sounded like it was written originally in the receptor language. Meanwhile, the idiomatic translations found in this research were close to idiomatic translations but there were still some adjustments which not suitable in the target language. However, there were only five data which was considered as insignificant and it did not affect the whole translation.

Having analyzed the data, the findings can be revealed as follows:

1. There were six types of class shift that occurred in the noun phrases translation found in English – Indonesian version of JK Rowling's novel entitled *Harry Potter and the Prisoner of Azkaban*. They were noun shifted into adverb (6%), noun shifted into adjective (12%), noun shifted into verb (74%), adjective shifted into verb (3%), adjective shifted into noun (3%) and verb shifted into noun (2%).

2. There were two types of translation found in the noun phrases which contained the class shift. They were idiomatic translation and near idiomatic translation. There were fifty three data belonged to idiomatic translation

(91%) and only five data (9%) were categorized into near idiomatic translation.

B. Discussion

Translation process is not a simple activity, it is not only about finding the translated version of the source text in the target text. But also it deals with meaning. Translator has a duty to transfer all messages from the source language to the target language. Kantiastuti (2014) states that translation shift is one of translation methods that involves replacing the source language elements into the target language without changing the meaning. There are two major types of translation shift namely level shift and category shift (Catford, 1965). Category shift consists of structure shift, class shift, unit shift, and intra-system shift. This research deals with the class shift of noun phrase found in English-Indonesian version of JK Rowling's nover entitles *Harry Potter and the Prisoner of Azkaban*.

Catford (1965) states that class shift is a change of word class in source language text into another word class in the target language text. There are four major classes of word. They are noun, verb, adjective and adverb. It means that there are twelve possible types of class word changes. Based on the findings in this research, there are six types of class shift found in the novel. They are noun shifted into adverbs (6%), noun shifted into adjective (12%), noun shifted into verb (74%), adjective shifted into verb (3%), adjective shifted into noun (3%) and verb shifted into noun (2%). It can be seen that the most frequent class shift that occurred in the novel translation is noun shifted into verb. It means that the

translation equivalent of noun in the source language text is verb in the target language text.

Class shift is one among other ways to make the translation sounds more natural and presents a better sense to the receptor readers. Larson (1998) explained that there are two types of translation, namely literal translation and idiomatic translation. Literal translation made little sense in English which made the result of the translation sounded unnatural and had a little communication value. Meanwhile, idiomatic translation was meaning-based translation which made every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Idiomatic translation was the goal of the translators. However, it was hard for the translator to be consistent in translating the text idiomatically or literally. The translation then fell on a continuum form very literal to literal, to modified literal, to near idiomatic, to idiomatic and might fall on the unduly free translation.

Based on the result of this research, it was known that Listiana Srisanti (the translator) succeeded in achieving the goal of translation. It was obtained that from fifty eight noun phrases in this research, there were fifty three (91%) was categorized as idiomatic translation and only five noun phrases (9%) categorized as near idiomatic translation. It showed that the translator was able to reproduce the natural form of the receptor language, both in the grammatical constructions and in the choice of lexical items, by making some adjustments. One of the adjustment in the translation was class shift. With the class shift, the translation sounded like it was written originally in the receptor language.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study focused on class shift of noun phrase found in English – Indonesian version of JK Rowling's novel entitled *Harry Potter and the Prisoner of Azkaban*. After analyzing the data, conclusions were drawn as follow:

1. In translating the noun phrases, the translator often shifted the noun phrases into another class of words (class shift). The translation equivalent of noun in the source language text was verb in the target language text.

2. With the occurrances of class shift in the noun phrases and referring to the theories provided in this study, the types of translation mostly used by the translator were idiomatic translations.

B. Suggestion

In the line with the conclusions mentioned earlier, this study offers some suggestions as follow:

1. For other students and researchers; it is suggested that this study can be further expanded by exploring deeply about the translation shift in other literature works.

2. For translators; it is suggested this study can encourage them to use translation shift as needed in finding the translation equivalent in the target language.

REFERENCES.

Aisyah, S. 2015. The Shift and Equivalence in the English Translation from Indonesian Noun Phrases in the Poem Pantun Terang Bulan di Midwest by Taufik Ismail. *Published Thesis*. http://repository.uinjkt.ac.id/dspace/bitstream/123456789/29300/3/Siti%20Aisyah-%20FAH.pdf

Baker, P. S. 2017. *Introduction to Old English*. Oxford: Blackwell Publishing Ltd.

Brisslin, R. W. 2018. *Translation, Application and Research*. New York: Gardner Press.

Catford, J. C. 1965. *A Linguistics Theory of Translation*. London: Oxford University Press.

Dewi, S. P. 2018. Meaning Equivalence and Shift of Noun Phrases in Bilingual Children's Literature; Indonesian into English Translation. *Journal Polingua, Scientific Journal of Linguistic, Literature and Language Education*. http://polingua.org/index.php/polingua/article/view/67

Frank, M. 2000. *Modern English*. New Jersey: Prentice Hall.

Herman. 2014. Category Shifts in the English Translation of Harry Potter and the Philosopher's Stone Movie Subtitle into Indonesia (An Applied Linguistic Study). *Journal of Humanities and Social Science*. http://iosrjournals.org/iosr-jhss/papers/Vol19-issue12/Version-5/F0191253138.pdf

Jeihan, L. 2017. Analysis Shift of Noun Phrase on Charlie and the Great Glass Elevator Novel by Roald Dahl. *Unpublished Thesis*. http://repository.uinjkt.ac.id

Kantiastuti, H. 2014. An Analysis of Category Shifts in the English – Bahasa Indonesia Breaking Dawn Movie Texts. *Published Thesis*. https://eprints.uny.ac.id/19409/1/Herdani%20Kantiastuti%2007211144035.pdf

Larson, M. 1998. *Meaning – Based Translation: a Guide to cross – Language Equivalence*. London: University Press of America.

Machali, R. 2009. *Pedoman bagi Penerjemah*. Bandung: PT. Mizan Pustaka.

Machali, R. 2009. *Redefining Textual Equivalence in Translation (with special reference to Indonesia - English)*. Jakarta: The Translation Center Faculty of Art – the Univerisity of Indonesia.

Mahasari, D. 2012. The X bar Theory Used in Analysing the Translation Shift of the English Noun Phrases Into Indonesian with Reference to the Twilight: New Moon. *Published Thesis*. https://adoc.tips/the-x-bar-theory-used-in-analysing-the-translation-shift-of-.html

Munday, J. 2018. *Introducing Translation Studies*. London; New York: Routledge.

Newmark. P. 1981. *Paragraphs on Translation*. Clevedon: Multilingual Matters.

Nida, E. A. 2001. *Context in Translating*. Leiden, Netherland: E.J Brill.

Rowling, J. K. 1999. *Harry Potter and the Prisoner of Azkaban*. CANADA: Bloomsburry.

Rupiah, S. N., & Hartono, R. 2017. Shift and Equivalence of Noun Phrases in English-Indonesian Translation of Barbie Short Stories. *English Education Journal*.
https://journal.unnes.ac.id/sju/index.php/eej/article/view/20741

Santiari, N. W., & Krisnawati, N. L. P. 2017. Translation Shift in Translating English Noun Phrases into Indonesian Noun Phrases Found in Let It Snow into Dalam Derai Salju. *Journal Humanis, Fakultas Ilmu Budaya Unud*. https://ojs.unud.ac.id/index.php/sastra/article/view/29706

Zahroh, S. M. 2015. The Shift in English and Indonesian Noun Phrase: A Case in the Translation of Stephani Meyer's Novel The Twilight Saga: New Moon and Dua Cinta by Dwi Chresnayani. *Journal of English Literature*. http://catalog.uinsby.ac.id/index.php?p=show_detail&id=90855&keywords=

Class Shift of Noun Phrases Found in English-Indonesian Version of *Harry Potter and the Prisoner of Azkaban* Novel

No.	Noun Phrases	
	SL	**TL**
1.	In secret (page 4)	Secara sembunyi-sembunyi (page 4)
2.	The dead of night (page 4)	Larut malam (page 4)
3.	Harry's least favourite teacher (page 5)	Guru yang paling tidak disukai harry (page 5)
4.	In a bad mood (page 5)	Marah (page 5)
5.	In touch (page 6)	Menghubunginya (page 6)
6.	Bedside table (page7)	Meja disebelah tempat tidurnya (page 6)
7.	A funny jolt (page 7)	Tersentak (page 6)
8.	Absent for two nights (page 8)	Dua malam tidak pulang (page 7)
9.	A dead mouse (page 8)	Bangkai tikus (page 7)
10.	Motionless (page 9)	Tak bergerak (page 7)
11.	Wizarding newspaper (page 9)	Koran sihir (page 8)
12.	Learning loads (page 12)	Banyak sekali yang dipelajarinya (page 10)
13.	A loud sleepy grunt (page 14)	Mendengkur keras (page 11)
14.	A source of great annoyance (page 18)	Menjengkelkan (page 14)
15.	The memory of this incident (page 19)	Mengingat kejadian ini (page 14)
16.	The thought of the Hogsmeade form (page 24)	Teringat formulir Hogsmeade (page 18)
17.	Expulsion from Hogwarts (page 26)	Dikeluarkan dari Hogwarts (page 20)
18.	On his feet (28)	Berdiri (21)
19.	The swelling (page 28)	Menggelembung (page 21)
20.	The catch on the door (page 29)	Mencari grender pintu (page 22)
21.	A funny prickling on the back of his neck (32)	Tengkuknya merinding aneh (page 24)
22.	The magical community (page 36)	Masyarakat penyihir (page 27)
23.	The glow of the fire (page 41)	Walaupun apinya hangat (page 31)
24.	The fuss (page 43)	Diributkan (page 32)
25.	A last smile and shake of Harry's hand (page 44)	Tersenyum sekali lagi dan menjabat tangan Harry (page 33)
26.	On the run from the Ministry of Magic (page 42)	Melarikan diri dari Kementerian Sihir (page 37)
27.	Of dripping tea on his photo (page 65)	Meneteskan the ke foto nya (47)
28.	In a tense voice (page 67)	Tegang (page 49)
29.	A ridiculuous impression of a swooning fit (page 89)	Berpura-pura pingsan dengan lagak konyol sekali (page 64)
30.	With a contemptuous glance (page 89)	Mengerling meremehkan (page 64)

31.	Women in crinolines (page 93)	Wanita yang memakai gaun mengembang (page 67)
32.	In a tone of mock sorrow (page 114)	Pura-pura sedih (page 83)
33.	On the verge of tears (page 115)	Nyaris menangis (page 84)
34.	Sneering laugh (page 116)	Tertawa menghina (page 84)
35.	Snape in that hat (page 127)	Snape memakai topi konyol itu (page 93)
36.	And some sullen muttering (page 156)	Dan menggerutu sebal (page 114)
37.	A stream of visitors (page 167)	Pengunjung tak henti-hentinya datang (page 122)
38.	A sound of heavy footsteps (page 196)	Terdengar langkah-langkah berat (page 143)
39.	A grip on yourself (page 220)	Menguasai diri (page 162)
40.	At the idea of someone (page 223)	Mendengar tentang seseorang (page 164)
41.	A clear view of Hermione (page 225)	Melihat jelas Hermione (page 166)
42.	A go on the firebolt (page 230)	Mencoba naik Firebolt (page 169)
43.	A full recovery (page 230)	Sembuh total (page 169)
44.	Uncomfortable looks (page 249)	Merasa tak enak (page 182)
45.	A law unto himself (page 257)	Bikin aturan sendiri (page 188)
46.	A cut above the rest of us (page 258)	Lebih hebat dari kami semua (page 188)
47.	On his feet (page 258)	Bangkit (page 188)
48.	A word (page 260)	Bicara (page 190)
49.	A burden (page 272)	Membebani (page 198)
50.	A sudden halt (page 301)	Mendadak berhenti (page 219)
51.	On his feet (page 303)	Berdiri (page 220)
52.	A close watch (page 321)	Memantau terus (page 234)
53.	On bended knee (page 327)	Berlutut (page 239)
54.	An ear out for news (page 335)	Cari berita (page 245)
55.	The rear (page 343)	Paling belakang (page 251)
56.	A pause (page 352)	Berhenti sejenak (page 258)
57.	Into speech at the same time (page 355)	Berbicara bersamaan (page 261)
58.	With a swift smile (page 382)	Sekilas tersenyum (page 280)

Appendix 2

Types of Translation with the Occurances of Class Shifts in English

Indonesian Version of *Harry Potter and the Prisoner*

***of Azkaban* Novel**

No.	Noun Phrases		Types of Translation
	SL	TL	
1.	In secret (page 4)	Secara sembunyi-sembunyi (page 4)	Idiomatic
2.	The dead of night (page 4)	Larut malam (page 4)	Idiomatic
3.	Harry's least favourite teacher (page 5)	Guru yang paling tidak disukai harry (page 5)	Idiomatic
4.	In a bad mood (page 5)	Marah (page 5)	Idiomatic
5.	In touch (page 6)	Menghubunginya (page 6)	Idiomatic
6.	Bedside table (page7)	Meja disebelah tempat tidurnya (page 6)	Idiomatic
7.	A funny jolt (page 7)	Tersentak (page 6)	Idiomatic
8.	Absent for two nights (page 8)	Dua malam tidak pulang (page 7)	Idiomatic
9.	A dead mouse (page 8)	Bangkai tikus (page 7)	Idiomatic
10.	Motionless (page 9)	Tak bergerak (page 7)	Near Idiomatic
11.	Wizarding newspaper (page 9)	Koran sihir (page 8)	Near Idiomatic
12.	Learning loads (page 12)	Banyak sekali yang dipelajarinya (page 10)	Idiomatic
13.	A loud sleepy grunt (page 14)	Mendengkur keras (page 11)	Idiomatic
14.	A source of great annoyance (page 18)	Menjengkelkan (page 14)	Idiomatic
15.	The memory of this incident (page 19)	Mengingat kejadian ini (page 14)	Idiomatic
16.	The thought of the Hogsmeade form (page 24)	Teringat formulir Hogsmeade (page 18)	Idiomatic
17.	Expulsion from Hogwarts (page 26)	Dikeluarkan dari Hogwarts (page 20)	Near Idiomatic
18.	On his feet (28)	Berdiri (21)	Idiomatic
19.	The swelling (page 28)	Menggelembung (page 21)	Idiomatic
20.	The catch on the door (page 29)	Mencari grender pintu (page 22)	Idiomatic
21.	A funny prickling on the back of his neck (32)	Tengkuknya merinding aneh (page 24)	Idiomatic
22.	The magical community (page 36)	Masyarakat penyihir (page 27)	Idiomatic
23.	The glow of the fire (page	Walaupun apinya hangat	Idiomatic

	41)	(page 31)	
24.	The fuss (page 43)	Diributkan (page 32)	Idiomatic
25.	A last smile and shake of Harry's hand (page 44)	Tersenyum sekali lagi dan menjabat tangan Harry (page 33)	Idiomatic
26.	On the run from the Ministry of Magic (page 42)	Melarikan diri dari Kementerian Sihir (page 37)	Idiomatic
27.	Of dripping tea on his photo (page 65)	Meneteskan the ke foto nya (47)	Idiomatic
28.	In a tense voice (page 67)	Tegang (page 49)	Idiomatic
29.	A ridiculuous impression of a swooning fit (page 89)	Berpura-pura pingsan dengan lagak konyol sekali (page 64)	Idiomatic
30.	With a contemptuous glance (page 89)	Mengerling meremehkan (page 64)	Idiomatic
31.	Women in crinolines (page 93)	Wanita yang memakai gaun mengembang (page 67)	Idiomatic
32.	In a tone of mock sorrow (page 114)	Pura-pura sedih (page 83)	Idiomatic
33.	On the verge of tears (page 115)	Nyaris menangis (page 84)	Idiomatic
34.	Sneering laugh (page 116)	Tertawa menghina (page 84)	Near Idiomatic
35.	Snape in that hat (page 127)	Snape memakai topi konyol itu (page 93)	Idiomatic
36.	And some sullen muttering (page 156)	Dan menggerutu sebal (page 114)	Idiomatic
37.	A stream of visitors (page 167)	Pengunjung tak henti-hentinya datang (page 122)	Idiomatic
38.	A sound of heavy footsteps (page 196)	Terdengar langkah-langkah berat (page 143)	Idiomatic
39.	A grip on yourself (page 220)	Menguasai diri (page 162)	Idiomatic
40.	At the idea of someone (page 223)	Mendengar tentang seseorang (page 164)	Idiomatic
41.	A clear view of Hermione (page 225)	Melihat jelas Hermione (page 166)	Idiomatic
42.	A go on the firebolt (page 230)	Mencoba naik Firebolt (page 169)	Idiomatic
43.	A full recovery (page 230)	Sembuh total (page 169)	Idiomatic
44.	Uncomfortable looks (page 249)	Merasa tak enak (page 182)	Idiomatic
45.	A law unto himself (page 257)	Bikin aturan sendiri (page 188)	Idiomatic
46.	A cut above the rest of us (page 258)	Lebih hebat dari kami semua (page 188)	Idiomatic
47.	On his feet (page 258)	Bangkit (page 188)	Idiomatic

48.	A word (page 260)	Bicara (page 190)	Idiomatic
49.	A burden (page 272)	Membebani (page 198)	Idiomatic
50.	A sudden halt (page 301)	Mendadak berhenti (page 219)	Idiomatic
51.	On his feet (page 303)	Berdiri (page 220)	Idiomatic
52.	A close watch (page 321)	Memantau terus (page 234)	Idiomatic
53.	On bended knee (page 327)	Berlutut (page 239)	Idiomatic
54.	An ear out for news (page 335)	Cari berita (page 245)	Idiomatic
55.	The rear (page 343)	Paling belakang (page 251)	Near Idiomatic
56.	A pause (page 352)	Berhenti sejenak (page 258)	Idiomatic
57.	Into speech at the same time (page 355)	Berbicara bersamaan (page 261)	Idiomatic
58.	With a swift smile (page 382)	Sekilas tersenyum (page 280)	Idiomatic