

# AN ANALYSIS OF SHIFTS IN THE TRANSLATION OF ENGLISH PARTICIPIAL ADJECTIVES INTO INDONESIAN IN NOVEL "THE TWILIGHT SAGA: NEW MOON"

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## ABSTRACT

Shift means the small linguistic changes that occur in translating source text into target text. In this research, the writer analyzed shifts in the translation of English participial adjectives into Indonesian in novel "The Twilight Saga: New Moon". The data, shifts of participial adjectives, were taken from a fiction novel "The Twilight Saga: New Moon" written by Stephenie Meyer and its Indonesian translation "New Moon: Dua Cinta" translated by Monica Dwi Chresnayani. The objectives of this research are: (1) to describe the kinds of English participial adjectives in novel "The Twilight Saga: New Moon"; (2) to elaborate the kinds of shifts in the translation of English participial adjectives in the novel; also, (3) to find out the most dominant shift found in the translation of English participial adjectives in the novel. Through this research which had been completed by qualitative method, the writer drew conclusions as: (1) There are two kinds of participial adjectives found in novel "The Twilight Saga: New Moon", they are present participial adjectives and past participial adjectives. (2) There are three kinds of shifts which are found in the novel, namely structure shifts, class shifts, and unit shifts. From 100 (100%) data of present participial adjectives, there are 9 (9%) structure shifts, 57 (57%) class shifts, and 34 (34%) unit shifts. Meanwhile, there are 8 (18.18%) structure shifts, 10 (22.72%) class shifts, and 26 (59.09%) unit shifts from 44 (100%) data of past participial adjectives. (3) The most dominant shift found in the translation of English present participial adjectives in the novel is class shift that consists of 57 shifts or 57% of the data. Moreover, the most dominant shift found in the translation of English past participial adjectives in the novel is unit shift that consists of 26 shifts or 59.09% of the data.

**Keywords:** shifts, translation, present participial adjectives, past participial adjectives

## 1. INTRODUCTION

### 1.1 Background of the Study

Language is the most important thing to communicate between people. Without language, people cannot communicate as well as if they use language to communicate. There are a lot of languages in the world. Every country has its own language even every city has. However, people do not need to

learn those all languages because there are some international languages which most people can speak the languages with. One of them is English. Crystal (1997) said that English has grown into an international language with both an increasing number of users and international varieties. It means that most people in the world can speak English even just a little bit.

In order to have better understanding of other languages, people need to transfer the meaning of words from source language into native language or mother tongue, first language that they speak daily. The process of transferring meaning from source language to target language is usually called translation. As well as Larson (1984) stated that translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to establish its meaning, and reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in target language. In other word, translation may occur both culturally and linguistically. In linguistic, there are many aspects that can occur in the translation. They can be in the word class, the grammar, etc. In the word class, words are distinguished into adjective, verb, noun, adverb, pronoun, preposition, conjunction, determiner and exclamation. Most people think that grammar is only about tenses, but it is not. One of the important materials in grammar is about participles. However, there are a few people who know about participles, especially the *-ing* forms of participle and the *-ed* forms of participle.

In translating, translators occasionally make some changes or shifts. They usually make some shifts in grammar or structure or word class in translating source text into target text. Catford (1965) had pointed out that translation shifts mean the changes of small linguistic form that occur between source text and target text. He named two major of shifts, namely level shift and category shift which consists of structure shift, class shift, unit shift and intra-system shift.

Referring to the explanation above, the writer was interested to analyze the shifts of English participial adjectives used in novel "The Twilight Saga: New Moon" entitled "An Analysis of Shifts in the Translation of English Participial Adjectives into Indonesian in Novel "The Twilight Saga: New Moon" by using Catford's theory about shift. The writer

chose the theory from Catford (1965) because she contended that the Catford's theory discusses about shift elaborately than other theories. This study tries to give more information about kinds of English participial adjectives, the kinds of shifts found in the translation of English participial adjectives and the types of translation shifts frequently used in the translation of English participial adjectives in the novel. Hopefully, this study can give what others cannot.

## **1.2 Previous Research**

### **1.2.1 Aris Darmapati (2013)**

In study entitled "English-Indonesian Translation Shifts Found in Novel "Inheritance"", the writer took the data from an English novel entitled "Inheritance" written by Christopher Paolini (2011) and its translation in Indonesian entitled "Inheritance - Warisan" (2012) translated by Poppy D. Chisfani. The problems of the study were what English-Indonesian translation shifts that found in novel "Inheritance" are, and how English-Indonesian translation shifts occur in novel "Inheritance". The aims of the study were to find out the English-Indonesian translation shifts in novel "Inheritance" and to find out how English-Indonesian translation shifts occur in novel "Inheritance". In conducting his study, the writer used a qualitative method as the data were analyzed descriptively using the theory of translation shifts.

The conclusions of the study were there are two types of translation shifts found in the novel, they are level shifts and category shifts that can be divided into four, those are structure shift, class shift, unit shift, and intra-system shift, and the shifts that occur in the translation are caused by some reasons, they can be different structure of the source language and the target language, English has tenses but Indonesian does not have, and each language has its own form to express the meaning.

### **1.3 Position of the Study**

According to the previous research, the position of this study develops the

research. This study is somewhat related to Aris Darmapati's study. Compared to Aris Darmapati's study, which discussed English-Indonesian translation shifts found in novel "Inheritance", this study discussed about translation shifts of English participial adjectives found in novel "The Twilight Saga: New Moon".

#### 1.4 Problems of the Study

The problems of this research are as follows:

1. What kinds of English participial adjectives are found in novel "The Twilight Saga: New Moon"?
2. What kinds of shifts are found in the translation of English participial adjectives in novel "The Twilight Saga: New Moon" into Indonesian?
3. What is the most dominant shift found in the translation of English participial adjectives in novel "The Twilight Saga: New Moon" into Indonesian?

#### 1.5 Objectives of the Study

Based on the problems, the objectives of this research are as follows:

1. To describe the kinds of English participial adjectives in novel "The Twilight Saga: New Moon".
2. To elaborate the kinds of shifts in the translation of English participial adjectives in novel "The Twilight Saga: New Moon" into Indonesian.
3. To find out the most dominant shift found in the translation of English participial adjectives in novel "The Twilight Saga: New Moon" into Indonesian.

## 2. LITERATURE REVIEW

### 2.1 Definitions of Translation

In *A Linguistic Theory of Translation*, Catford (1965:1) stated that translation is a process of substituting a text in one language for a text in another language. Furthermore, he defined that translation is the replacement of textual material in source language by equivalent textual material in target language.

Based on the definition of translation by Catford (1965), the writer implied that translation is a process of transferring meaning and changing the form from source language into target language.

### 2.2 Shifts

Catford (1965:73) defined shifts or changes as the departures from formal correspondence in the process of going from source language into target language.

The writer concluded that shift means the small linguistic changes that occur in translating source text into target text.

### 2.3 Types of Shifts

#### 2.3.1 Level Shifts

A shift of level means that a source language item at one linguistic level has a target translation equivalent at a different level. Thus, Catford (1965:73) also stated that a shift from grammar to lexis and vice-versa is the only possible level-shifts in translation. Here is the example of level shifts:

SL: I **am** studying English.

TL: Saya **sedang** belajar Bahasa Inggris.

#### 2.3.2 Category Shifts

Catford (1965) stated that category shifts are the departures from formal correspondence in translation. He divided the category shifts into four types namely structure-shifts, class-shifts, unit-shifts (rank-changes), and intra-system-shifts.

##### a. Structure Shifts

According to Catford (1965:77), structure-shifts are the most frequent category shifts occurred in translation. They occur in phonological and graphological translation as well as in total translation. Grammatically, structure-shifts can occur at all ranks. Structure-shifts can occur when there are two languages, source language and target language, which have different element of structure and they have formal correspondence.

Example:

SL: Edward sprawled across the couch while I started the movie, fast-forwarding through **the opening credit**. (p.16)

M M  
H

TL: Edward duduk berselonjor di sofa sementara aku menyetel film, mempercepat **bagian pembukaan**. (p.30)

b. Class Shifts

H M

According to Catford (1965:78)), class-shift is a shift that occurs when the translation equivalent of source language item is a member of a different class from the original item. It means that source language has different class with target language. It can occur from a noun into an adjective, a verb into an adjective, an adjective into a verb, etc. For example,

SL: The **shouting** voice was closer now. (p.138)

TL: **Teriakan** itu kini semakin dekat. (p.153)

c. Unit Shifts

Catford (1965) defined unit-shift means changes of the rank that departures from formal correspondence in which the translation equivalent of a unit at one rank in the source language is a unit at a different rank in the target language. A unit-shift can occur from word to phrase, phrase to word or phrase to clause. The examples of unit-shift are as follows:

SL: With relentless, **uncaring** force, they turned inexorably toward the end-the end of everything. (p.1)

TL: Tak peduli dan **tanpa belas kasihan**, jarum jam itu terus bergerak menuju akhir-akhir segalanya. (p.13)

d. Intra-system Shifts

Intra-system shift means a departure from formal correspondence in which (a term operating in) one system in the source language has as its translation equivalent (a term operating in) a different-non-corresponding-system in the target language. This shift occurs

internally within the system. Furthermore, the system in each language is one of two terms, they can be either singular or plural and these terms are also regarded as formally corresponding, but the formally equivalent terms in the system do not function in the same context. For example,

SL: **Tourists** pay attention to the exhibition.

TL: **Wisatawan** menaruh perhatian kepada pertunjukan itu.

## 2.4 Participial Adjectives

### 2.4.1 Present Participial Adjective

According to Thomson and Martinet (1986), present or active participle is formed from the infinitive verb + *-ing*, e.g. *working, loving, sifting*, etc. The present participle may be used as adjectives, such as *running* in **running water**, *dripping* in **dripping taps**, *floating* in **floating wreckage**, *leaking* in **leaking pipes**, etc. Present participle can also be used after have + object as in 'He had me **swimming** in a week.', and in 'We have people **standing** on our steps all day.' The present participle can sometimes replace a relative pronoun + verb as in:

- a) A *map that marks/marked political boundaries* may be changed into a **map marking political boundaries**
- b) *People who wish/wished to visit the caves* may be changed into **people wishing to visit the caves**
- c) *Children who need/needed medical attention* may be changed into **children needing medical attention**

Based on Kirn and Gonshack (1991), an *-ing* participial adjective or present participial adjective usually describes a noun that would be the subject of a sentence with the corresponding verb. For example,

- a) An **interesting** assignment that is fascinating to you may not be exciting to someone else. (It means that 'The assignment

interests and fascinates you, but it may not excite someone else.)

- b) **Misleading** movie reviews mislead readers, and **boring** movies bore the audience.

As well, Betty S. Azar (1993) said that present participial adjective tells an active meaning. It means that the noun it modifies does something. For example, 'It is a **confusing** problem.' The noun *problem* does something; it *confuses*. Thus, it is described as a *confusing problem*. Another example is 'it is an **amusing** story.' The noun *story* does something, it *amuses*. Hence, it is described as an *amusing problem*.

#### 2.4.2 Past Participial Adjective

Based on Thomson and Martinet (1986:243), the past participle of regular verbs is formed by adding *-ed* or *-d* to the infinitive verbs, such as *worked*, *loved*, etc. All the irregular verbs are also called as past participle. The uses of the past participial adjective are as follows:

- a. The past participle can use as an adjective: *stolen* money, *broken* glass, a *written* report, *tired* drivers.
- b. The past participle can replace a subject + passive verb:
  - *She enters. She is accompanied by her mother* may be changed into *She enters, **accompanied** by her mother.*
  - *He was aroused by the crash and leapt to his feet* may be change into **Aroused** by the crash, he leapt to his feet.

According to Kirn and Gonshack (1991), a past-participle adjective usually describes a noun or pronoun that would be the object of a sentence with corresponding verb. For instance,

- a) I can't get **interested** in movie reviews **written** by **bored** reviewers who seem **dissatisfied** with everything they see.

- b) Smog pollutes and people crowd **polluted, crowded** cities.

Betty S. Azar (1993) stated that past participial adjective tells a passive meaning. It means that the noun it modifies receive something. For example, 'They are **confused** students.' The sentence means that the students are Confused by something. Hence, they are described as *confused students*. Another example of past participial adjective is 'They are **amused** children.' The sentence means that the children are amused by something, so they are described as *amused children*.

### 3. RESEARCH METHODOLOGY

#### 3.1 Research Design

This research uses a qualitative method since the research does not employ a statistical procedure, and the results are in words not in numeric. Hence, the data will be interpreted with words and explanations. According to Hancock, Ockleford, and Windridge (2007), qualitative research focuses on description and interpretation, and it focuses on data which cannot be adequately expressed numerically.

Based on the theory above, the writer concluded that this research can be included as a qualitative research since it focuses on description and interpretation, and the data collected is in the forms of words.

#### 3.2 Source of the Data

The sources of the data of this research were taken from a fiction novel written by Stephenie Meyer "The Twilight Saga: New Moon" and its Indonesian translation "New Moon: Dua Cinta" by Monica Dwi Chresnayani (4<sup>th</sup> edition). The writer chose the novel as her source of the data because she considered that the novel has a lot of data she needs that is the shifts of English participial adjectives.

### 4. RESULT AND DISCUSSION

#### 4.1 Introduction

In this chapter, the writer would like to present the data found in the source of the data, novel "The Twilight Saga: New Moon" and its Indonesian translation "New Moon: Dua Cinta". It was found that there are two kinds of participial

adjectives in the novel, namely present participial adjectives and past participial adjectives. Present participial adjective is a word that is formed of a verb which is suffixed by *-ing*, and it functions as an adjective. Meanwhile, past participial adjective is a word that is formed of a verb which is either suffixed by *-ed* or the third form of irregular verbs; it also functions as an adjective. Then, the writer would like to analyze the shifts occurred in the translation of the English participial adjectives into Indonesian found in the novel. It was found that there are two types of shifts, namely level shift and category shifts which consist of structure shift, class shift, unit shift and intra-system shift.

In this study, the data will be presented in sentences and will be analyzed based on the theory of types of shift by Catford. The writer found 100 present participial adjectives and 44 past participial adjectives in the novel. Also, the writer found three kinds of shift of category shifts, namely structure shift, class shift, and unit shift.

## 4.2 Kinds of Participial Adjectives

### 4.2.1 Present Participial Adjectives

#### 1. Structure Shift

According to Catford (1965), structure shift occurs when there are two languages, for instance source language and target language, which have different element of structure and they have formal correspondence.

No.	Source Language	Target Language
1.	Edward sprawled across the couch while I started the movie, fast-forwarding through the <b>opening credit.</b> (p.16)	Edward duduk berselonjor di sofa sementara aku menyetel film, mempercepat bagian <b>pembukaan.</b> (p.30)

#### Analysis:

In sentence (1), there is occurrence of structure shift at word group level. The sequences of both elements are different. In the source language, the present participial adjective modifier **opening** precedes the head noun **credit**. Conversely, in the target language, the word group **opening credit** is translated into a word group **bagian pembukaan**, which means that the head noun **bagian** precedes the modifier **pembukaan**. Therefore, according to Catford's theory (1965), structure shift occurs in the sentence because there is different element of structure between source language and target language, and it is a formal correspondence both in source language and target language.

#### 2. Class Shift

Catford (1965) stated that class shift occurs when the translation equivalent of a source language item is a member of a different class from the original item.

No.	Source Language	Target Language
2.	I took it eagerly, <b>forgetting</b> , for a moment, my glum mood. (p.9)	Aku menyambutnya dengan penuh semangat, sejenak <b>melupakan</b> suasana hatiku yang muram. (p.21)

#### Analysis:

According to Ehrlich and Murphy (1991), the word **forgetting** in sentence (2) is categorized as present participial adjective because it comes from a verb **forget** and is suffixed by *-ing*, and it is a modifier of the subject or pronoun **I**. The present participial adjective **forgetting** is translated into a verb

**melupakan** in the target language. Based on Catford's theory (1965), it means that there is a class shift in the sentence, which is a shift in translating an adjective into a verb.

### 3. Unit Shift

Catford (1965) defined unit shift is change of the rank that departures from formal correspondence in which the translation equivalent of a unit at one rank in the source language is a unit at a different rank in the target language.

No.	Source Language	Target Language
3.	I stared at myself, looking for some sign of <b>impending</b> wrinkles in my ivory skin. (p.7)	Kupandangi diriku, mencari tanda-tanda <b>bakal munculnya</b> keriput di kulitku yang seputih gading. (p.19)

#### Analysis:

According Hewings (2001), the word **impending** in sentence (3) is categorized as present participial adjective that modifies the noun **wrinkles**. A unit at one rank **impending** in source language is translated into a unit at a different rank **bakal munculnya** in target language. Thus, according to Catford (1965), there is an occurrence of unit shift in the sentence.

## 4.2.2 Past Participial Adjectives

### 1. Structure Shift

According to Catford (1965), structure shift occurs when there are two languages, for example source language and target language, which have different element of structure and they have formal correspondence.

No.	Source Language	Target Language
1.	My eyebrows	Alisku tetap

stayed lodged in a <b>worried</b> line over my anxious brown eyes. (p.7)	terpatri membentuk garis <b>khawatir</b> di atas mata cokelatku yang was-was. (p.19)
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#### Analysis:

In sentence (1), the past participial adjective **worried** in source language is translated into **khawatir** in target language. Based on Catford's theory (1965), in the translation of the past participial adjective **worried** into Indonesian **khawatir** there occurs structure shift because there is a difference in the sequence of the elements, which is in a noun phrase **a worried line** the past participial adjective **worried** as modifier comes before the head **line**; meanwhile, **a worried line** is translated into Indonesian as **garis khawatir** which the word **worried** is equivalent to **khawatir** as modifier that comes after the head **garis**. Therefore, there is a difference in the sequence of the elements from Modifier-Modifier-Head into Head-Modifier.

### 2. Class Shift

Catford (1965) defined class shift occurs when the translation equivalent of a source language item is a member of a different class from the original item.

No.	Source Language	Target Language
2.	My eyebrows stayed <b>lodged</b> in a worried line over my anxious brown eyes. (p.7)	Alisku tetap <b>terpatri</b> membentuk garis khawatir di atas mata cokelatku yang was-was. (p.19)

#### Analysis:

According to Wishon and Burks (1980), the word **lodged** in sentence (2) is theoretically included as past participial adjective because it is the third

form of a verb **lodge** and it comes after the linking verb **stay**. The past participial adjective **lodged** is translated into **terpatri** in target language that functions as a verb. As a result, based on Catford's theory (1965), there is an occurrence of class shift because there is a different class in translating an adjective **lodged** into a verb **terpatri**.

### 3. Unit Shift

Catford (1965) stated that unit shift is change of the rank that departures from formal correspondence in which the translation equivalent of a unit at one rank in the source language is a unit at a different rank in the target language.

No.	Source Language	Target Language
3.	I couldn't feel anything but despair until I pulled into the familiar parking lot behind Forks High School and spotted Edward leaning motionlessly against his polished silver Volvo, like a marble tribute to some forgotten pagan god of beauty. (p.7)	Aku tak bisa merasakan perasaan lain selain putus asa saat berbelok memasuki lapangan parkir di belakang gedung Forks High School dan melihat Edwar bersandar tanpa bergerak di Volvo-nya yang mengilat, bagaikan patung marmer dewa berhala keindahan yang telah lama dilupakan orang. (p.20)

#### Analysis:

According to Kirn and Gonshack (1991), the word **forgotten** in sentence (3) is categorized as past participial adjective that defines the noun **god**. A word **forgotten** in source language is

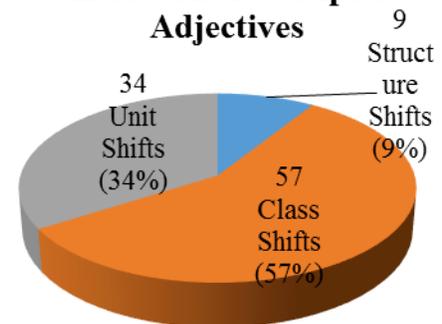
equivalent to a group of words **yang telah lama dilupakan orang** in target language. Therefore, according to Catford (1965), a unit shift occurs in the sentence since there is a different rank between source language and target language.

## 4.3 Discussion

### 4.3.1 Present Participial Adjectives

The writer found 100 present participial adjective and three kinds of shift of 100 (100%) data; 9 (9%) structure shifts, 57 (57%) class shifts, and 34 (34%) unit shifts.

Figure 2. The Occurrences of Shifts in Present Participial Adjectives

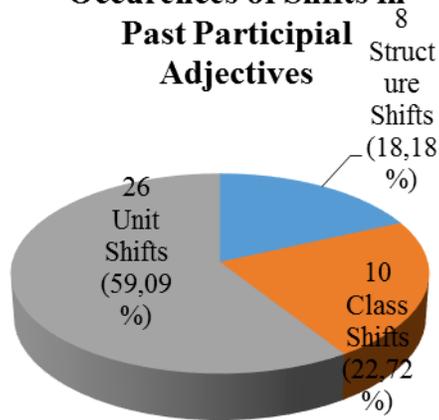


Based on Figure 2, the writer concluded that the most dominant shift in the translation of present participial adjectives is class shift that has 57 shifts or 57% of the data because present participial adjectives in the source language are mostly translated by changing the class in order to have a natural and equivalent meaning in the target language; for example, an adjective may be translated into a noun to get a correspondent meaning.

### 4.3.2 Past Participial Adjectives

The writer found 44 past participial adjective and four kinds of shift of 44 (100%) data; 8 (18,18%) structure shifts, 10 (22,72%) class shifts, and 26 (59,09%) unit shifts.

**Figure 3. The Occurrences of Shifts in Past Participial Adjectives**



According to Figure 3, the writer concluded that the most dominant shift in the translation of past participial adjectives is unit shift that consists of 26 shifts or 59,09% of the data because past participial adjectives in the source language are mostly translated by changing the rank of the word in order to have a natural and equivalent meaning in target language as sometimes there is non-equivalence caused by the difference of the language system; for example, a word in source language may be translated as a phrase in target language or vice versa. A phrase in source language may be translated as a clause in target language or vice versa.

## 5. CONCLUSION AND FUTURE RESEARCH

### 5.1 Conclusion

Based on the data analysis, the writer drew conclusions as follows: There are two kinds of participial adjectives found in novel "The Twilight Saga: New Moon", they are present participial adjective that consists of 100 data and past participial adjective that consists of 44 data. There are three kinds of shifts which are found in novel "The Twilight Saga: New Moon", namely structure shifts, class shifts, and unit shifts. From 100 (100%) data of present participial adjectives, there are 9 (9%) structure shifts, 57 (57%) class shifts, and 34 (34%) unit shifts. Meanwhile, there are 8 (18.18%) structure shifts, 10 (22.72%) class shifts, and 26

(59.09%) unit shifts from 44 (100%) data of past participial adjectives.

### 5.2 Future Research

The most dominant shift found in the translation of English present participial adjectives into Indonesian in novel "The Twilight Saga: New Moon" is class shift that consists of 57 shifts or 57% of the data because the change of the class is necessary in order to get a natural and equivalent meaning in target language. Moreover, the most dominant shift found in the translation of English past participial adjectives into Indonesian in novel "The Twilight Saga: New Moon" is unit shift that consists of 26 shifts or 59,09% of the data because the equivalence of word is often different between source language and target language, so it is necessary to shift the unit of words.

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