THE TRANSLATION EQUIVALENCE IN THE TRANSLATION OF PHRASAL VERBS THAT EXPERIENCE TRANSLATION SHIFT IN CHARLIE AND THE CHOCOLATE FACTORY INTO CHARLIE DAN PABRIK COKELAT AJAIB

AN UNDERGRADUATE THESIS
Presented as Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra
in English Letters

By
PANGASTUTI ADI HAPSARI
Student number: 064214032

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FACULTY OF LETTERS
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A Sarjana Sastra Undergraduate Thesis

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Defended before the Board of Examiners
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Date : 23 February 2012

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Pada tanggal: 23 Februari 2012

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(Pangastuti Adi Hapsari)
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ABSTRACT


This research is about the equivalence of the translation of phrasal verbs that experience translation shift. The phrasal verbs are taken from fiction *Charlie and the Chocolate Factory* by Roald Dahl, while the translations of the phrasal verbs are taken from their Indonesian version that is *Charlie dan Pabrik Cokelat Ajaib* which was translated by Ade Dina Sigarlaki. Since the research is about the equivalence of the translation of phrasal verbs which experience translation shift, this study uses phrasal verbs which experience translation shift as the data. The focus of this study is on the equivalence of the translation of phrasal verbs that experience translation shift. The equivalence of phrasal verbs cannot be found in Indonesian. Because of that reason, the phrasal verbs cannot be translated into Indonesian instantly.

There are two main problems which are used in this study, they are: (1) how the phrasal verbs that experience translation shift are translated, and (2) how the equivalence of the translation of phrasal verbs that experience translation shift is.

Translation shift was used as the method of the study. Syntactic approach is used in the analysis of this study in order to help in analyzing the process of translation shift in translating phrasal verbs. Semantics approach is also used in the analysis in order to help in analyzing the equivalence of the phrasal verb translation.

There are five phrasal verbs that experience translation shift. One phrasal verb experiences shift from verb to noun that is *piled up* into *tumpukan*. Three phrasal verbs experience shift from verbs to adjectives. They are *bowled over* into *takjub*, *lit up* into *terang*, and *fills up* into *kenyang*. There is one phrasal verb that experience translation shift from verbs to adverbs. That is *go on* into *terus-terusan*. The equivalence analysis is in terms of sentence pattern, category, and meaning. Two phrasal verbs are translated equivalently in terms of sentence patterns, four other are not translated equivalently both in terms of sentence pattern and category, and in terms of meaning all of them are translated equivalently.
ABSTRAK


Ada dua permasalahan utama yang digunakan dalam penelitian ini, yaitu: (1) penerjemahan ‘phrasal verb’ yang mengalami pergeseran terjemahan, dan (2) kesepeadan terjemahan ‘phrasal verb’ yang mengalami pergeseran terjemahan.

‘Translation shift’ digunakan sebagai metode penelitian. Pendekatan sintaksis juga digunakan dalam analisis penelitian ini dengan tujuan untuk membantu menganalisis proses pergeseran terjemahan dalam menerjemahkan ‘phrasal verb.’ Pendekatan semantis juga digunakan dalam analisis dengan tujuan membantu menganalisis kesepeadan terjemahan ‘phrasal verb.’

Ada lima ‘phrasal verb’ yang mengalami pergeseran terjemahan. Satu ‘phrasal verb’ mengalami pergeseran dari verba menjadi nomina yaitu *piled up* menjadi *tumpukan*. Tiga ‘phrasal verb’ mengalami pergeseran dari verba menjadi adjektiva yaitu *bowled over* menjadi *takjub*, *lit up* menjadi *terang*, dan *fills up* menjadi *kenyang*. Ada satu ‘phrasal verb’ yang mengalami pergeseran dari verba menjadi adverbia yaitu *go on* menjadi *terus-terusan*. Analisis kesepeadan dilakukan dalam hal pola kalimat dan kategori kata. Dua ‘phrasal verb’ diterjemahkan sepadan dalam hal pola kalimat saja, empat lainnya diterjemahkan tidak sepadan, baik dalam hal pola kalimat maupun kategori kata, dan dalam hal arti semua ‘phrasal verb’ diterjemahkan secara sepadan.
LIST OF ABBREVIATION

Adv.P : Adverbial Phrase
AP : Adjectival Phrase
C : Complement
Conj. : Conjunction
NH : Noun Head
NP : Noun Phrase
O : Object
Omit. : Omitted
P : Predicate
S : Subject
SL : Source Language
ST : Source Text
TL : Target Language
TT : Target Text
VP : Verb Phrase
CHAPTER I

INTRODUCTION

A. Background of the Study

There are a lot of books which are written in English. People from countries whose mother tongue is not English might not understand the contents of the books. That is why some books which are written in English are translated into another language. Translation itself is a process of textual material substitution from source language (SL) into target language (TL) (Catford, 1974:20). The textual material can be the vocabularies, the structures (styles), or the meaning (Suryawinata, 2003:13). The function of translation is to convey the messages from source language (SL) into target language (TL). The messages that are conveyed into TL should be the same or similar to the messages in the SL.

In translation, there is known what is called as translation shift. It is a shift process in a translation. The shift can be level shift or category shift. Further explanation of the translation shift can be looked at the chapter 2.

This study discusses the phrasal verbs which experience translation shift and the equivalence of the translation of those phrasal verbs. The translation shift processes are discovered by looking at the sentence structures which contain phrasal verb and its translation. The equivalence of the phrasal verbs will be discovered by comparing the meaning of the sentence in ST and sentence in TT.
Charlie dan Pabrik Cokelat Ajaib is one of the examples of the books which are translated from English into Indonesian. This book is the Indonesian version of Charlie and the Chocolate Factory.

There are two reasons why this book is suitable to be analyzed. First, phrasal verbs are found in this book. In English there is a form of verb which is known as phrasal verb. Phrasal verbs are constructions consisting of verbs plus little words. These constructions consist of the verb to be or a simple verb expressing physical action which is followed by a little word expressing direction or position (Close, 1962:161). Little words in that definition are adverb and preposition. Phrasal verbs are multi-word verbs. Indonesian also has multi-word verbs, but they are different from phrasal verbs. There is no form of verb like phrasal verb in Indonesian. The second reason is five phrasal verbs in this book are translated into different categories. It also can be said that the phrasal verbs in this book experience translation shift.

B. Problem Formulation

There are two main problems that are analyzed in this study. The problems are:

1. How are the phrasal verbs that experience translation shift translated?

2. How is equivalence of the translation of phrasal verbs that experience translation shift?
C. Objective of the Study

This study discusses the phrasal verbs in *Charlie and the Chocolate Factory* which experience translation shift and the equivalence of the translation of phrasal verbs that experience translation shift. There are two objectives of this study. First objective is to find out phrasal verbs that experience translation shift. The second objective is to find out the equivalence of the translation of phrasal verbs that experience translation shift.

D. Definition of term

1. Phrasal verb

   Halliday in his book *An Introduction to Functional Grammar* (2004) states that phrasal verbs are lexical verbs which consist of more than just the verb word itself. They are two kinds, plus a third which is the combination of the other two:

   1. Verb + adverb, for example “look out” means ‘unearth, retrieve.’
   2. Verb + preposition, for example “look for” means ‘seek.’
   3. Verb + adverb + preposition, for example “look out for” means ‘watch out the presence of.’

2. Translation shift

   Translation shift is a process of translation which can be used to achieve the textual equivalence. It is used when the source text cannot be translated closely to the linguistic form of the source text (Hatim, 2001:15).
3. Equivalence

Equivalence is a main issue in linguistics-based Translation Studies, relating to the relationship of similarity between ST and TT segments. (Hatim and Munday, 2004:339). To find the translation equivalence means to find the similarity of the translation.
CHAPTER II

THEORETICAL REVIEW

A. Review of Related Studies

A study about translation strategies comes from Wulansari who tries to discuss the translation strategies used in translating *Burung Burung Manyar* into *The Weaverbirds*, a novel by Y. B. Mangunwijaya. She also tries to find out the Javanese expressions in *Burung Burung Manyar* which are culturally problematic to be translated and how they are translated into *The Weaverbirds*.

In theoretical review she gave the theories of translation, translation methods which are classified into two groups that are SL emphasis and TL emphasis translation, translation procedures, problems in translation, equivalence which is divided into five categories. She also gave the theories of translation strategies, culture, dynamic equivalence and adjustment, the translation of prose, and contrastive analysis. In methodology she used contrastive as the method of the study because the Javanese expression in *Burung Burung Manyar* were contrasted to their translation in *The Weaverbirds*. The Javanese expressions which are culturally problematic to translate are used as the data. The form of the data was quotation taken from *Burung Burung Manyar* that contained the Javanese expressions. In conclusion she stated that *Burung Burung Manyar* contains a lot of Javanese cultural concepts, both concrete and abstract.
The concrete concepts are species that are not common in the target language environment, types of food, location, tool, and traditional clothes. And the abstract concepts are related to Javanese calendar system, nobility title, children traditional games, traditional art, Javanese language level, belief and superstition, names of puppet shadow and folktale character, terms refer to government officials, traditional health treatment, and skin color. The culture-specific concepts reflect the application of translation strategies.

Similar to Wulansari, Ardiyansah tries to find the effects of using translation strategy to overcome cultural problems in translating words related to tools in *Bumi Manusia* by Pramudya Ananta Toer into *This Earth of Mankind* translated by Max Lane. This research examined the use of translation strategies in translating words related to tools in *This Earth of Mankind* that was the translated version of *Bumi Manusia* that are culturally problematic to translate, and the effects that come after using these strategies.

In theoretical review he gave the theories of translation, principles of translation, problems in translation, equivalence, lexical equivalence, translation strategies at word level, meaning in translation, and loss, gain, wrong translation and accurate translation. In methodology, as the object of the study he used *Bumi Manusia* in English version that is *Earth of Mankind*. This study used semantics point of view in analyzing the object of the study based on meaning. Ardiyansyah used different method from Wulansari in analyzing the object of the study. He used comparative method because the culture-bound expressions are firstly compared with their translated versions. The data of this study were the words or
phrases related to tool. He used limited data in order to make the analysis more focused because there are a lot of categories of culture-bound expressions. In conclusion he stated that the translation strategies in translating culture-specific concepts presented in the study carry some results in meaning lexically and contextually.

Both of Wulansari’s and Ardiansah’s researches have problems in the translation. Their problems are on the cultural problems. This research has similarity to those researches because this research is also in the translation problem. The difference is the research by Wulansari and Ardiansyah focus on the cultural problems in the translation, while this research focuses on the phrasal verb translation.

B. Review on Related Theories

1. Subject

Subject is ‘the theme’ of the sentence. It is also defined as ‘what is being discussed’ (Quirk and Greenbaum, 1983:11). In English sentence, the subject is always noun. For example: In the sentence ‘John eats an apple’, the subject is ‘John’ because the theme of this sentence is John not the apple, though both of them are noun. Subject is part of the sentence that changes its position as we go from statement to question (Quirk and Greenbaum, 1983:11). For example: In the statement ‘He had given the girl an apple’, the subject is ‘he’. If the statement is
changed into question, the question will be ‘Had he given the girl an apple?’ not ‘Had the girl given he an apple?’ nor ‘Had an apple given the girl he?’

In Indonesian, subject is the second most important syntactical function in the sentence after predicate (Alwi et al, 1993:367). Subject has some characteristics, they are:

(1) In general, subject is a noun, noun phrase or clause. For example: Singa binatang liar. (Lion is a wild animal)

(2) The subject is also a verb phrase. For example: Berenang membuatmu terlihat segar. (Swimming makes you look fresh)

(3) The subject is usually put on the left side of predicate. If its element is longer than predicate, it is always put at the end of the sentence. For example: Wanita yang mampu melakukan itu tidak banyak (The women who can do it are not in a great amount). Since the element of the subject is longer than the predicate, so the subject is put at the end of the sentence. The sentence will become: Tidak banyak wanita yang mampu melakukan itu.

(4) The subject in active transitive sentence will be a complement if the sentence is changed into a passive sentence. For example: active: Anak itu (S) memakan kue saya. (That child eats my cake); passive: Kue saya dimakan (oleh) anak itu (C). (My cake is eaten (by) that child)
2. Predicate

Predicate is what is being said about the subject (Quirk and Greenbaum, 1983:11). It explains what is being experienced by the subject. For example: In the sentence ‘John carefully searched the room’, the subject is ‘John’ and the predicate is ‘carefully searched the room’. Predicate is divided into elements and constituents. In predicate, the auxiliary that is functioned as operator is distinguished from what may call the predication. This particular division helps to understand how interrogative and negative sentence are formed, how certain adjuncts are positioned, and how certain types of emphasis are achieved (Quirk and Greenbaum, 1983:11).

In Indonesian predicate is a center constituent which is accompanied by its left sided constituent. It is also accompanied by right sided constituents sometimes (Alwi et al, 1993:366). The left sided constituent is subject. It is a must to have left sided constituent. But it is a choice to have right sided constituents. The right sided constituents are used only if they are needed by the predicate. The right sided constituents are object, complement, and/ or adverb. The predicate of the sentence is usually a verb phrase or adjectival phrase. In sentence which sentence pattern is SP, the predicate can be also a noun phrase, numeric phrase, or prepositional phrase, besides the verb phrase and adjectival phrase. For example: *Ayahnya guru.* (P = noun phrase) (His father is a teacher)

The predicate in Indonesian can show the ‘amount’ of the subject noun phrase. For example: *Penumpang bus itu bergantung.* (That bus passenger hangs
(on the door)); *Penumpang bus itu bergantungan*. (That bus passengers hang (on the door)). ‘Penumpang bus itu’ (that bus passenger) tends to be single, while in (b) ‘*penumpang bus itu*’ (that bus passengers) tends to be plural because of the verb ‘*bergantungan*’.

3. Object

Object is person or thing affected by the action described in the verb. Object is distinguished into two types. They are direct and indirect objects. Quirk and Greenbaum in their book *A University Grammar of English* state that the direct object is the more frequent kind of object, and (with certain outstanding exceptions) it must always be present if there is an indirect object in the sentence. For example: *He had given the girl (O₁) and apple (O₂)*. The indirect object almost always precedes the direct object; it is characteristically (though by no means always) a noun referring to a person, and the semantic relationship is often such that it is appropriate to use the term ‘recipient’. One might say in most cases that something (the direct object) tend to be done for (or received by) the indirect object.

In Indonesian object is a sentence constituent which presence is needed by the predicate when the predicate is a transitive verb in an active sentence. Its position is after the predicate. The object can be known by knowing (1) the kind of predicate that will be completed and (2) the characteristic of the object itself. A transitive verb can be known by the presence of certain affixes. Suffix –*kan* and –*i,*
and prefix *per-* are usually used to form the transitive verb. For example: *Dia membangunkan istrinya* (He is waking his wife up).

An object is usually a noun, noun phrase, or clause. If the object is noun or non-person noun phrase or 3rd person singular, the noun of the object can be changed into pronoun –*nya*; and if it is pronoun ‘*aku*’ (I) or ‘*kamu*’ (you) (singular), the form –*ku* and –*mu* can replace them. For example: *Adi mengunjungi Hadi.* (Adi is visiting Hadi); *Adi mengunjunginya.* (Adi is visiting him)

An object in an active transitive sentence will become a subject if that sentence is changed into passive. For example: active: *Pembantu membersihkan ruangan saya.* (The maid cleans my room); passive: *Ruangan saya dibersihkan (oleh) pembantu.* (My room is cleaned by the maid).

4. Complement

A complement is part of the sentence which gives more information about the subject or the object of the sentence. A complement which gives more information about the subject is called subject complement, while a complement which gives more information about the object is called object complement. Quirk and Greenbaum in their book *A University Grammar of English* state two illustrations to explain subject complement and object complement. For example: The girl is now *a student* (*C_s*) at a large university; His brother grew *happier* (*C_o*) gradually.
The complements in the examples above have a relation to the subjects of their respective sentences. The subject of (a) is understood as being a ‘girl student’ and the subject of (b) a ‘happier brother’.

The object complement can be explained as having similar relation to a direct object (which it follows) as the subject complement has to subject. For example: They make him the chairman \((C_s)\) every year. It can be said that the direct object and object complement in this example, ‘him the chairman’, correspond to the subject and subject complement in ‘He is the chairman \((C_s)\)’.

Alwi in *Tata Bahasa Baku Bahasa Indonesia: Second Edition* states: “the definition of object and ‘pelengkap’ is usually mixed up which they are also called as complement”. It means in Indonesian the object and ‘pelengkap’ are part of complement. Both of them have similarity that is put after verb. The difference is the object is always put after transitive verb, while ‘pelengkap’ is put after verb only if it is needed by the verb, if it is not then ‘pelengkap’ is not used in the sentence. The similarities and differences between object and complement can be seen from their characteristics which are stated in the table below:

<table>
<thead>
<tr>
<th>Object</th>
<th>‘Pelengkap’</th>
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<tr>
<td>In the form of noun phrase or clause.</td>
<td>In the form of noun phrase, verb phrase, adjectival phrase, prepositional phrase, or clause.</td>
</tr>
<tr>
<td>The position is at the back of/after the</td>
<td>If there is no object, it will put at</td>
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</table>
predicate. | the back of/after the predicate. If there is an object, it will put after the object.
---|---
In passive it can be changed into subject. | In passive it cannot be changed into subject.
It can be replaced by pronoun –*nya*. | It cannot be replaced by pronoun –*nya*, but in the preposition combination except *di, ke, dari, and akan*, it can.

5. Adverbial and Adverb

Adverbial and adverb are different. Adverbial is a constituent distinct from subject, verb, object, and complement (Quirk and Greenbaum, 1983:126). There are three classes of adverbials: adjunct, disjunct, and conjunct. Adjunct is integrated within the structure of the clause to at least some extent. For example: They are waiting *outside*. Disjunct and conjunct, on the other hand, are not integrated with the clause. Semantically, disjunct expresses an evaluation of what is being said either with respect to the form of communication or to its content. For example: *Frankly*, I am tired. While conjunct have a connective function. It indicates the connection between what is being said and what was said before. For
example: We have complained several times about the noise, and yet he does nothing about it.

Adverb is a single word, and it is a word class like noun, verb, and adjective. According to Quirk and Greenbaum, adverbs can modify adjectives, adverbs, prepositional phrase, noun phrase, determiner, pre-determiner and post-determiner. Here are the examples of adverbs:

(1) Adverbs which pre-modify an adjective: That was a very funny film.

(2) Adverbs which pre-modify another adverb: They are smoking very heavily.

(3) Adverbs which pre-modify prepositional phrase: The nail went right through the wall.

(4) Adverbs which pre-modify determiner, pre-determiner, post-determiner: Nearly everybody came to our party.

(5) Adverbs which premodify noun phrase: He told such a (funny) story.

The theories of adverbial and adverb in Indonesian are taken from MacDonald and Darjowidjojo’s book Indonesian Reference Grammar. It states that adverbs may be single words, sometimes distinctive in form, and sometimes having the same form as nouns, verbs, or most particularly adjectives. The adverbials may also be prepositional phrases or subordinate clauses.

Functionally, an adverbial modifies sentence structure. It most commonly occurs after the basic sentence. It may occur before it. It may also, with certain
exceptions, occur between the two chief components of the basic sentence
structure, that is, between the subject and the predicate. Adverbs can be
subdivided into a number of classes on the basis of particular interrogative form
which is associated with each class.

The major classes of adverbials are the adverbials of time, place, manner,
and purpose. Other classes, consisting entirely of prepositional phrases or
subordinate clauses, might also be distinguished on the basis of the prepositions or
conjunctions which occur, if this should appear to be desirable.

(1) Adverbials of time

Adverbials of time answer the questions *Bilamana?* (When?), *Kapan?*
(When?), *Berapa lama?* (How long?). The forms *bilamana* and *kapan* are
generally interchangeable. Examples of adverbial of time: *pada jam berapa?* (at
what hour?), *kemarin* (yesterday), *siang* (in the day time), *kemarin dulu* (the day
before yesterday), etc.

(2) Adverbials of place

Adverbials of place answer the questions *dimana?* (where?), *kemana?*
(where to), and *darimana?* (where from?). There are no adverbials of place which
are simple forms. All of them can be interpreted as consisting of a preposition
followed by a noun. The prepositions which occur are: *di-* (at, in, on), *ke-* (to),
*dari* (away from), and *sampai* (asa far as).
3) Adverbials of manner

Adverbials of manner answer the question *bagaimana?* (How?). They include *begini* (in this manner) and *begitu* (in that manner). A few adverbs of manner have the same form as adjectives, and only their position in the sentence structure indicates that they are adverbs and not adjectives. For example: *Dia bekerja keras.* (He works hard)

(4) Adverbials of purpose

Adverbials of purpose answer the questions which are introduced by one of these prepositions governing an interrogative word: *buat apa?* (for what purpose?), *guna siapa?* (for whose use?). Adverbials of purpose are either prepositional phrases or clauses. Certain of the prepositions govern verb forms which are thereby nominalized.

6. Adjectives

According to Quirk and Greenbaum, a word cannot be decided whether it is an adjective or not by looking at it in isolation because the form does not necessarily indicate its syntactic function. Some suffixes are indeed found only with adjectives, for example: *-ous*, but many common adjectives have no identifying shape, for example: good, hot, little, young, fat, etc. Many adjectives inflect for comparative and superlative. For example: great – greater – greatest. But many do not allow inflected forms. For example: disastrous - *disastrouser - *disastrousest. Many adjectives provide the base from which adverbs are derived
by means of an –ly suffix. For example: adjective happy, adverb happily. Nevertheless, some do not allow this derivational process, for example, there is no adverb *oldly derived from the adjective old. There are a few adjectives that are themselves derived from an adjective base in this way, for example: kindly, an item functioning also as an adverb.

There are two features usually apply to adjectives:

(1) Most can be pre-modified by intensifier very. For example: The children are very happy.

(2) Most can take comparative and superlative forms. The comparison may be by means of inflections. For example: The children are happier now, or by the addition of the premodifiers more and most (periphrastic comparison), for example: These students are more intelligent.

The major syntactic functions of adjectives are attributive and predicative. Adjectives are attributive when they pre-modify nouns, that is, appear between the determiner and the head of the noun phrase. For example: the beautiful painting, his main argument, etc. Predicative adjectives can be subject complement and object complement. Examples: subject complement: Your daughter is pretty; object complement: He made his wife happy.

Sasangka quotes from Effendi that to decide whether a word is an adjective or not is not easy. It is because adjectives do not have certain sign which shows its syntactical function in phrase or sentence (Sasangka et al, 2000:20). In
Indonesian some words can be identified as adjectives because of their suffixes, such as: -i, -iah, -wi, if, al, ik, is. For example: alami (natural), alamiah (natural), surgawi (heavenly), agresif (aggressive), struktural (structural), romantis (romantic), strategis (strategic). Syntactical characteristics which show that a word is an adjectives are: (1) it is attributive, that is, give explanation about the attribute or what is occurred with the noun; (2) it is predicative, that is, functions as the predicate of the sentence; (3) it can be combined with the negation particle, ‘no’; (4) it can be put side by side with lebih...daripada or paling, to show comparison; (5) it can be put side by side with sangat and sekali.

Alwi et al (1993:188) states that adjective gives more information to the noun which functions as subject, object, or complement of the sentence. Adjective can also function as predicate and sentence adverbial.

7. Noun

Noun is a class of word which is a name, or can be used to identify person, thing, place, action, etc. Noun phrase is a phrase which head is a noun. Noun phrase typically functions as subject, object, complement of sentences, and as complement in prepositional phrases (Quirk and Greenbaum, 1983:59). Nouns are divided into two different classes. They are ‘common’ and ‘proper.’ The ‘common’ nouns are classified into ‘count’ and ‘uncount’. Both the ‘count’ and ‘uncount’ nouns are divided into ‘concrete’ and ‘abstract.’ Concrete means can be accessed by the sense, observable, measurable, etc. While abstract means non-
observable and non-measurable. Semantically, the distinction between concrete and abstract is important.

MacDonald and Darjowidjojo state that noun in Indonesian is like English noun. It is difficult to define structurally in a relatively simple way. Morphologically, many nouns consist simply of roots, such as buku (book), orang (person), or air (water). Other nouns are morphologically complex. Forms which have the prefixes per- or peN- without a suffix, forms which have either of these prefixes plus the suffix –an, most forms which have the prefix ke- and the suffix –an, and most forms which have the suffix –an without a prefix are all nouns.

Indonesian noun can be divided into countable and uncountable nouns. Countable nouns are those which, in contemporary Indonesian, can be directly modified by a numerative without the occurrence of a counter noun between the numerative and the countable noun. For example: anak (child), dua anak (two children), meja (table), dua meja (two tables), etc. Uncountable nouns are those which cannot be directly modified by a numerative. For example: air (water), dua liter air (two liters of water), beras (rice), dua kilo beras (two kilos of rice), etc.

Alwi states in Indonesian the head of the noun in noun phrase can be discovered by answering the question “what is that?”. For example: film sejarah (historical movie), by answering the question the noun head will be discovered. The question: Itu apa? (what is that?) – Answer: film (movie), then that question is continued by another question: film apa? (what movie?) – Answer: film sejarah (historical movie).
8. Verb

House and Harman in their book *Descriptive English Grammar* (1950) said that a verb is a part of speech which expresses action (run, walk, steal, kill, jump), being (am, become), or state of being (suffer, rejoice).

There are many kinds of verbs. Here are some of them:

a. Active and Passive

Active

It can be said as active voice if the subject of the sentence that is doing something. For example: He cleans the table. “He” is the subject of the sentence and he is doing something that is “cleans the table.”

Passive

It can be said as passive voice if the subject of the sentence that is affected by the action of the sentence. In the verb phrase, the passive adds a form of the auxiliary “be” followed by the -ed participle (V₃). For example: The table is cleaned by him. “The table” is the subject of the sentence which is affected by the sentence that is “is cleaned.”

b. Present participle and past participle

Participle

Participle is a word formed from a verb which can be functioned as part of a verb phrase.
Present participle

Present participle is a participle which ends in –ing form. It can be used with the auxiliary verb ‘to be’ to form continuous tense. For example: I am studying English. “Studying” is a present participle. It is part of a verb phrase that is “am studying” and those verb phrase form a continuous tense. Present participle can also be used as an adjective. For example: I’m a working woman. “Working” is used as an adjective.

Past participle

Past participle is a participle which is formed by adding –d or –ed. It formed regular and irregular verbs. Some called past participle as V₃. Past participle can be used to form a verb phrase as part of the present perfect tense. For example: I have watched the movie. “Watched” is part of a verb phrase that is “have watched” and those verb phrase is part of the present perfect tense. Past participle can be used to form passive voice. For example: The ball was kicked by the child. “Kicked” is past participle which is combined with ‘to be’ that forms passive voice. Past participle can also be used as an adjective. For example: He had a broken leg. “Broken” is used as an adjective.

c. Finite and Non-finite verbs

Finite verb

According to Barnes and Nobel, finite verb is a verb which can be limited in various ways, such as in person, number, time, manner of conception, etc.
Finite verb has a subject. Sometimes it is also called as main verb. Finite verb can be used in:

(1) The present tense in all persons and numbers. For example: They **study** English.
(2) The past form. For example: Yesterday, he **went** to school.
(3) Base form (the verbs have no inflections). For example: I **write** the letter.
(4) Auxiliaries (modal and to be). For example: He **is** a student.
(5) Have/has/had in perfect tense. For example: I **have** made it clear.

Non-finite verb

Non-finite verb is different from finite verb. It has no subject, tense, or number. Non-finite verb can be used in:

(1) Past participle. For example: The book is stolen.
(2) –ing participle. For example: He is making a deal.
(3) To infinitive. For example: We want her to call.

d. Phrasal verb

Halliday and Matthiessen in their book *An Introduction to Functional Grammar* define phrasal verb as lexical verbs which consist of more than just the verb word itself. They are two kinds, plus a third which is a combination of the other two: Verb + adverb, for example “look out” means ‘unearth, retrieve’; Verb + preposition, for example “look for” means ‘seek’; Verb + adverb + preposition, for example “look out for” means ‘watch out for the presence of’
9. Translation


A similar definition comes from Larson in his book *Meaning-based Translation*. He states that translation is transferring the meaning of the source language into the target language from the form of the first language into second language by way of semantic structure (1984:3).

Nida and Taber state that translation is reproducing in a receptor language of the closest natural equivalent of the source message, first in terms of meaning, and secondly in terms of style (1974:12).

10. Translation shift

According to Hatim, the concept of shifts is defined in terms of departures ‘from formal correspondence in the SL to TL process’ (2001:15). Formal correspondence involves adhering closely to the linguistic form of the source text (Catford, 1974:27).

There are two major types of shift: (1) Level shift, occurs when an SL item has a TL translation equivalent at a different linguistic level from its own (grammatical, lexical, etc). (2) Category shift, a generic term referring to shifts involving any of the four categories of class, structure, system and unit (e.g. ST
adjectival phrase becomes an adverbial phrase in the TT) (2001:15). Category shifts may involve:

a. A ‘class shift’, when an SL item is translated by means of a TL item belonging to a different grammatical class.

b. A ‘structure shift’ involving a change in grammatical structure between ST and target text TT.

c. A ‘unit shift’ where a strict rank-for-rank correspondence between SL and TL sentences, clauses, groups, words and morphemes is not observed.

d. An ‘intra-system shift’ which occurs when translation involves selection of a non-corresponding term in the TL system – this is regardless of whether the SL and TL possess systems which approximately correspond formally (2001:16).

11. Translation Equivalence

Equivalence means similarity. Translation equivalence means the use of words or expressions in target language (TL) which have similarity in meaning or expression in source language (SL).

Catford says that the central problem of translation practice is that of finding TL translation equivalents (1974:21). According to Hatim, equivalence is taken to be the basis on which source language (SL) textual material is replaced by target language (TL) textual material (2001:14). It can be said that according to Catford and Hatim, equivalence is the key of translation.
Hatim’s quotation from Catford’s says that a source language meaning is not transferred between languages, but it is only replaced by a target language meaning that can function in the same way in the situation at hand. This is achieved either through formal correspondence or through textual equivalence (2001:14).

Catford says that a further distinction must be made between textual equivalence and formal correspondence (1974:27). By quoting from Catford’s, Hatim says that in Catford’s model, formal correspondence covers formal relationships that exist when any TL category that can be said to occupy, as closely as possible, at the ‘same’ place in the TL as the given SL category occupies in the SL (2001:15). For example: translating a verb by a verb.

A textual translation equivalent is a TL form which is observed to be the equivalent of a given SL form (text or portion of text) (Catford, 1974:27). Hatim said that in textual equivalence, any TL text or portion of text is observed to be the equivalent of a given SL text or portion of text (2001:15). For example: translating a verb by a noun phrase.

The equivalence can be divided into two terms that are formal equivalence and dynamic equivalence. Formal equivalence is a contextually motivated method of translation (i.e. a procedure purposefully selected in order to preserve a certain linguistic/ rhetorical effect) (Hatim and Jeremy Munday, 2004:42). In the other words, the translation is by replacing the ‘formal’ word or phrase in SL into another in TL. Different from formal equivalence, in dynamic equivalence the
translation technique may take several forms (Hatim and Jeremy Munday, 2004:43). In the other word, in dynamic equivalence the translation in TL may have different form from SL. This can not be used in formal equivalence because in formal equivalence the translation is based on the rule.

C. Theoretical Framework

The theories applied in this study are the theories on subject, predicate, object, complement, adverbial and adverb, adjective, noun, verb, translation, translation shift, and translation equivalence.

Theories on the subject, predicate, object, adverbial and adverb, adjective, noun, verb, and translation help the writer to get the basic understanding to the topic being discussed. Theories on translation shift are used to answer the first problem formulation. Theories on translation equivalence are used to answer the second problem formulation.
CHAPTER III

METHODOLOGY

A. Objective of the Study

The book that would be analyzed in this research is *Charlie dan Pabrik Cokelat Ajaib*. This book was the Indonesian version of *Charlie and the Chocolate Factory* which was written by a British author named Roald Dahl, and it was first published in 1964 by Penguin Group. Basically, this book told about Charlie’s experience in the chocolate factory. *Charlie and the Chocolate Factory* was translated into *Charlie dan Pabrik Cokelat Ajaib* by Ade Dina Sigarlaki, and it was published by PT Gramedia Pustaka Utama in 2006.

B. Approach of the Study

The approach that was used to analyze the data was syntactic and semantics approach. The focus of syntactic approach was on sentence structure and grammar (Poole, 2002:3). Since this research would analyze the form of phrasal verbs translation which experience translation shift, syntactic approach was suitable to support this research in answering the first problem. Syntactic approach would help in analyzing the data that was the process of translation shift in translating phrasal verbs. Semantics approach was used to analyze the meaning of ST and TT. This approach was suitable to support this research to answer the
second problem. The semantics approach would help in analyzing the ST and TT to find out whether the message or meaning in ST had well-conveyed in TT or not. It was also used to help in analyzing the phrasal verb and its translation, and to find out whether the phrasal verb had translated equivalently or not.

C. Method of the Study

In translation the equivalence of words in SL should be found in TL, but the equivalence of phrasal verbs could not be found in Indonesian. From Catford, Hatim quoted that textual equivalence would be achieved through translation shift if in translating the text by adhering closely to the linguistic form of the source text could not carried out the translation (2001:15). Since the equivalence of phrasal verb could not be found in Indonesian and its Indonesian translation had different categories from it, translation shift was suitable to be used as the method of the study. By using translation shift as the method of the study, the process of the translation shift could be explained.

D. Kind of Data

The data was five phrasal verbs which experience translation shift. One phrasal verb was translated into noun that is *piled up* into *tumpukan*. Three phrasal verbs were translated into adjectives. They were *bowled over* into *takjub*, *lit up*
into terang, and fills up into kenyang. There was one phrasal verb experiences shift from verb to adverb. It was go on into terus-terusan.

E. Data Analysis

Some steps were taken to analyze the data in order to answer the problems. There were three steps that were taken to answer the first problem. First step was collected the phrasal verbs and their translation. The second one was classified the phrasal verbs and its translation by comparing the sentence structure. The third one was comparing the categories between phrasal verb and its translation.

There were two steps to answer the second problem. The first step was comparing the sentence meaning in ST and TT. The second one was the data that had been compared were used to find out the equivalence of the phrasal verbs translation that experience translation shift.
CHAPTER IV

ANALYSIS

A. The Translation of Phrasal Verbs that Experience Translation Shift

There are five phrasal verbs experiencing translation shift which is discovered in Charlie and the Chocolate Factory. One phrasal verb is translated into noun, three phrasal verbs are translated into adjectives, and one phrasal verb is translated into adverbs.

To prove if there are shifting processes in the translation of phrasal verbs, the sentences which contain phrasal verbs and their translations have to be analyzed. The analysis is divided into three parts. Part 1 analyzes the translation shift of phrasal verb into noun, part 2 analyzes the translation shift of phrasal verb into adjective, and part 3 analyzes the translation shift of phrasal verb into adverb.

Here is the analysis:

1. The Translation Shift of Phrasal Verb into Noun

There is one phrasal verb which is translated into noun. The phrasal verb is piled up, and it is translated into tumpukan. From all of the words which are forming the sentence in TT, the word, tumpukan, is chosen as the translation of phrasal verb, piled up, because it has closest meaning with the phrasal verb that is relating to form a large quantity.

30
The analysis of the phrasal verb translation process is started by analyzing the sentences which contain phrasal verb and its translation. The sentence which contain phrasal verb is ‘Charlie could see great slabs of chocolate *piled up* high in the shop windows’. This sentence is translated into ‘Charlie melihat *tumpukan* cokelat di etalase toko’. The meaning of the sentence in SL is similar to the meaning of the sentence in TL. But if the sentence is analyzed deeper, there is an incompleteness in TL sentence. The SL sentence states how the chocolate is, while in TL sentence there is no explanation on it. To find the translation shift, the sentence pattern need to be analyzed. The sentences and their analysis are shown by the table below:

Data 1

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>P</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td>Charlie</td>
<td>could see</td>
<td>great slabs of chocolate <em>piled up</em> high in the shop windows</td>
</tr>
<tr>
<td>TT</td>
<td>Charlie</td>
<td>Melihat</td>
<td><em>tumpukan</em> cokelat di etalase toko</td>
</tr>
</tbody>
</table>

Data 1 explains the positions of the phrasal verb and its translation in the sentences. Based on the table, the sentence patterns of sentences in ST and TT are same. Both of them are formed by subjects, predicates, and objects. In ST sentence, the subject is *Charlie*, the predicate is *could see*, and the object is *great slabs of chocolate piled up high in the shop windows*. The subject is in form of
noun phrase, the predicate is in form of verb phrase, and the object is in form of noun phrase.

In TT sentence, the subject is *Charlie*, the predicate is *melihat*, and the object is *tumpukan cokelat di etalase toko*. Like in the ST sentence, the TT sentence is also formed by noun phrases and verb phrase. The subject is noun phrase, the predicate is verb phrase, and the object is noun phrase. The phrasal verb and its translation, which are the focus of this research, are in the same function. They function as the objects of the sentences. Both of them are also in form of noun phrases.

To discover whether translation shift occurs in the phrasal verb translation or not, the process of the phrasal verb translation has to be analyzed. The analysis is started from the objects of the sentences. The objects of the sentences are analyzed first because the phrasal verb and its translation function as objects. The analysis is on the elements of the objects.

<table>
<thead>
<tr>
<th></th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Modifier</strong></td>
<td><strong>NH</strong></td>
</tr>
<tr>
<td>great slabs of</td>
<td>chocolate</td>
</tr>
<tr>
<td></td>
<td><em>tumpukan</em></td>
</tr>
</tbody>
</table>
Since the objects are in form of noun phrases, so the analysis of the objects in table above is based on noun phrases analysis. It explains that the noun phrases are formed by pre-modifier, noun heads, and post-modifiers. In the object of the sentence in ST, the pre-modifier is *great slabs of*, the head is *chocolate*, and the post-modifier is *piled up high in the shop windows*. Different from the object of the sentence in ST, the object of the sentence in TT is formed by noun head and post-modifier only. The noun head is *tumpukan*, and the post-modifier is *cokelat di etalase toko*.

The table above explains the position of the phrasal verb and its translation in the objects of the sentences. The phrasal verb, *piled up*, which is a post modifier, is translated into *tumpukan* which is a noun head. It means the position of the phrasal verb and its translation is different. Though the position of the phrasal verb and its translation is different, it does not mean that the category of the phrasal verb and its translation is also different. To know whether the phrasal verb and its translation have the different categories or not, further analysis is needed.

The phrasal verb, of course, it is a verb. The problem is if the translation of the phrasal verb, that is, *tumpukan*, is in a different category from the phrasal verb or not. From the table above, the word *tumpukan* is the noun head of the noun phrase *tumpukan cokelat di etalase toko*. It means the word tumpukan is a noun. Those prove the translation of phrasal verb, piled up, is experiencing translation shift. The kind of translation shift that occurs in the translation of *piled up* into
**tumpukan** is category shift. It is said so because the shifting process is from verb into noun. The category shift here involves class shift.

2. The Translation Shift of Phrasal Verb into Adjective

There are four phrasal verbs which experience translation shift from verbs into adjectives. There is one by one analysis to prove the translation shift process. Since there are four phrasal verbs which experience translation shift in translating phrasal verbs into adjectives, the analysis is divided into four parts. Part (a) analyzes the translation shift of phrasal verb *bowled over*, part (b) analyzes the translation shift of phrasal verb *lit up*, part (c) analyzes the translation shift of phrasal verb *fills up*, and part (d) analyzes the translation shift of phrasal verb *watch out*.

(a) The Translation Shift of *Bowled over*

The phrasal verb, *bowled over*, is translated into *takjub*. The word *takjub* is discovered as the translation of *bowled over* because it has the closest meaning to *bowled over*. Both of them have meaning which relates to *surprise*.

The analysis of translation shift is started from the analysis of the sentences in ST and TT which contain phrasal verb and its translation. The analysis is on the sentence pattern. The table below shows the sentences in ST and TT and their sentence patterns.
Data 2

<table>
<thead>
<tr>
<th></th>
<th>Adverbial</th>
<th>P</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td>They</td>
<td>were bowled over</td>
<td>by the hugeness of the whole thing</td>
</tr>
<tr>
<td>TT</td>
<td>Mereka</td>
<td>betul-betul takjub melihat</td>
<td>kehebatan semuanya</td>
</tr>
</tbody>
</table>

Data 2 explains that the sentences in ST and TT are in different patterns. The sentence in ST is formed by subject, adverbial, predicate, and object, while the sentence in TT is formed by subject, predicate, and object only. There is no adverbial in the sentence in TT. In ST sentence, the subject is *they*, the adverbial is *completely*, the predicate is *were bowled over*, and the object is *by the hugeness of the whole thing*. The subject is in form of noun phrase, the adverbial is in form of adverbial phrase, the predicate is in form of verb phrase, and the object is in form of prepositional phrase.

In TT sentence, the subject is *mereka*, the predicate is *betul-betul takjub melihat*, and the object is *kehebatan semuanya*. The subject is in form of noun phrase, the predicate is in form of verb phrase, and the object is in form of noun phrase. It can be looked that the phrasal verb and its translation function as predicate, and they form as verb phrase.

The predicates are analyzed deeper because they contain phrasal verb and its translation. Further analysis on predicates will discover whether they are in the
same form or not. The analysis is on the phrases that are forming the predicates.

The analysis is stated on the table below.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adv.P</td>
<td>AP</td>
<td>VP</td>
</tr>
<tr>
<td>completely</td>
<td></td>
<td>were bowed over</td>
</tr>
<tr>
<td></td>
<td>betul-betul takjub</td>
<td>melihat</td>
</tr>
</tbody>
</table>

The table above shows that the predicate in ST is formed by adverbial phrase and verb phrase. The adverbial phrase is *completely*, and the verb phrase is *were bowled over*. The predicate in TT is formed by adjectival phrase and verb phrase. The adjectival phrase is *betul-betul takjub* and the verb phrase is *melihat*.

By looking at the analysis of the predicates, it is discovered that the phrasal verb is in form of verb phrase, and the translation of phrasal verb is in form of adjectival phrase. It is also shows that the phrasal verb is a verb, and its translation is an adjective. They are categorized differently. It means that there is shifting process in translating the phrasal verb. The translation shift which occurs in the phrasal verb translation process is category shift because the category is shifting. The category shifts from verb into adjective. It involves class shift.

(b) The Translation Shift of *Lit up*

The phrasal verb *lit up* is translated into *terang*. The word *terang* is said as the translation of the phrasal verb because it has closest meaning to the phrasal verb *lit up*. Their meanings relate to *bright*. 
The translation shift analysis is started from the analysis of the sentences which contain phrasal verb and its translation. The sentences that contain phrasal verb and its translation are compared, and the sentence patterns are analyzed. The following table shows the sentences that contain the phrasal verb and its translation, and also the sentence patterns.

Data 3

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td>And</td>
<td>Suddenly</td>
<td>on came the lights and</td>
<td>the whole tunnel</td>
<td>brilliantly</td>
<td>was lit up</td>
</tr>
<tr>
<td>TT</td>
<td>Dan</td>
<td>tiba-tiba</td>
<td>seluruh terowongan an</td>
<td>tampak terang</td>
<td>sekali</td>
<td></td>
</tr>
</tbody>
</table>

Data 3 shows the sentence in ST which contains phrasal verb, *lit up*, and the sentence in TT which contain the translation of phrasal verb, *terang*. In TT, the phrase *on came the lights* and the conjunction, *and*, that follows it, is omitted.

It also shows pattern between sentence in ST and in TT. They have the different patterns. The pattern of the sentence in ST is conj.Adv.SAdv.P, while the pattern of the sentence in TT is conj.Adv.SPAAdv. Both the phrasal verb and its translation function as the predicate of the sentence.
To find out whether the translation shift occurs in the phrasal verb translation or not, the phrasal verb and the translation of phrasal verb would be analyzed further. The analysis is shown by the table below:

<table>
<thead>
<tr>
<th>P</th>
<th>VP</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>was <em>lit up</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tampak</strong></td>
<td><em>terang</em></td>
</tr>
</tbody>
</table>

The table above shows the predicate of the sentence in ST which is formed by verb phrase, while the predicate of the sentence in TT is formed by verb phrase, adjectival phrase, and adverbial phrase.

The table also shows translation shift. The phrasal verb, *lit up*, which is categorized as a verb is translated into *terang* which is an adjective. Those prove that translation shift occurred in the translation of *lit up* into *terang*. The kind of translation shift that occurs in the translation of *lit up* into *terang* is category shift. The category shift involves class shift.

(c) The translation shift of *fills up*

The phrasal verb *fills up* is translated into *kenyang*. The meaning of *fills up* and *kenyang* is similar, that is, *become full*. The analysis of the translation shift is
started from the analysis of the sentences which contain phrasal verb and its translation. The table below shows the sentences in ST and TT.

Data 4

<table>
<thead>
<tr>
<th>ST</th>
<th>And it fills you up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TT</td>
<td>Dan kau jadi kenyang.</td>
</tr>
</tbody>
</table>

Data 4 shows the sentence in ST which contain phrasal verb, *fills up*, and the sentence in TT which contain the translation of phrasal verb, *kenyang*. In the sentence in ST, the component of phrasal verb is separated. The word *fills* is separated from *up*. To have an easier analysis, the sentence in ST is rearranged. The analysis of the sentences in ST and TT can be looked at the table below:

<table>
<thead>
<tr>
<th>Conj.</th>
<th>S</th>
<th>P</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td>And</td>
<td>It</td>
<td>fills up</td>
</tr>
<tr>
<td>TT</td>
<td>Dan</td>
<td>Kau</td>
<td>jadi kenyang</td>
</tr>
</tbody>
</table>

The table above shows the different sentence pattern between sentence in ST and in TT. The sentence pattern in ST is conjunction, subject, predicate, and object. The conjunction is *and*, the subject is *it*, the predicate is *fills up*, and the object is *you*. Different from the sentence pattern in ST, the sentence pattern in TT is conjunction, subject, and predicate. The conjunction is *dan*, the subject is *kau*,
and the predicate is *jadi kenyang*. The table shows that the phrasal verb, *fills up*, has the same function as its translation, that is, as the predicate of the sentence.

To discover whether the phrasal verb and its translation are in the same category or not, deeper analysis on phrasal verb and its translation is needed here. There is further analysis on predicate because it consists of phrasal verb and its translation. The table below shows the comparison between phrasal verb and its translation.

<table>
<thead>
<tr>
<th>P</th>
<th>VP</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>fills up</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>jadi</em></td>
<td><em>kenyang</em></td>
</tr>
</tbody>
</table>

The translation shift that is shown by the table above is obvious. The phrasal verb, *fills up*, is a verb. It is translated into *kenyang* which is an adjective. There is a category change here that is from verb into adjective. That is why the kind of translation shift which suitable for this case is category shift. The category shift involves class shift.

3. The Translation Shift of Phrasal Verb into Adverb

There is one phrasal verb which experiences translation shift from verb into adverb, that is, the translation of phrasal verb *go on* into *terus-terusan*. The
meaning of the phrasal verb and its translation is similar, that is, *continue*. Here is the analysis of *go on*:

Data 5

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>P</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td>He</td>
<td>can’t <em>go on</em></td>
<td>like this</td>
</tr>
<tr>
<td>TT</td>
<td>Ia</td>
<td>tak bisa <em>terus-terusan</em></td>
<td>seperti ini</td>
</tr>
</tbody>
</table>

Data 5 shows the sentence in ST which contain phrasal verb, *go on*, and the sentence in TT which contain the translation of the phrasal verb, *terus-terusan*. It also shows the sentence pattern of the sentence in ST and in TT. From the table it can be seen that phrasal verb and its translation are having the same functions. The phrasal verb and its translation function as predicates.

To get the translation shift process, the phrasal verb and its translation need to be analyzed deeper. The analysis is on the predicates which contain phrasal verb and its translation. The analysis can be looked at the table below:

<table>
<thead>
<tr>
<th></th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VP</td>
</tr>
<tr>
<td>can’t go on</td>
<td></td>
</tr>
<tr>
<td>tak bisa</td>
<td><em>terus-terusan</em></td>
</tr>
</tbody>
</table>
The table above shows the difference phrases that are forming predicates of the sentences in ST and in TT. The predicate of the sentence in ST consists of verb phrase, while the predicate of the sentence in TT consists of verb phrase and adverbial phrase. The table also shows that the phrasal verb, *go on*, is a verb, while its translation, *terus-terusan*, is an adverb. It means the translation of the phrasal verb, *go on*, experiences translation shift. The kind of the translation shift that occurs here is category shift because there is a shifting process in terms of category that is from verb into adverb. It involves class shift.

**B. The Equivalence of Phrasal Verb Translation which Experience Translation Shift**

The translation shift process of the phrasal verb had been analyzed in part A of this chapter. Now, in part B, the analysis is on the equivalence of phrasal verb translation which experience translation shift. To discover the equivalence, each phrasal verb which experiences translation shift need to be analyzed. The equivalence here is in terms of sentence pattern, category and meaning. The analysis is divided into five parts. Part 1 analyzes the equivalent translation of *piled up*, part 2 analyzes the equivalent translation of *bowled over*, part 3 analyzes the equivalent translation of *lit up*, part 4 analyzes the equivalent translation of *fills up*, and part 5 analyzes the equivalent translation of *go on*. Here is the analysis:
1. The Translation Equivalence of *Piled up*

Table of the translation equivalence of *piled up*

<table>
<thead>
<tr>
<th></th>
<th>Equivalent</th>
<th>Not equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence pattern</td>
<td>✔</td>
<td>-</td>
</tr>
<tr>
<td>Category</td>
<td>-</td>
<td>✔</td>
</tr>
<tr>
<td>Meaning</td>
<td>✔</td>
<td>-</td>
</tr>
</tbody>
</table>

a. In terms of sentence pattern

The sentence pattern in ST and TT are equivalent. Both of them are formed by subject, predicate, and object. The sentence patterns can be looked at Data 1. The sentences in ST and in TT have the same form of subjects, predicates, and objects. The subjects are formed by noun phrases, the predicates are formed by verb phrases, and the objects are formed by noun phrases. The sentence patterns are SPO. The same sentence patterns between sentences in ST and TT prove that the translation of phrasal verb in terms of sentence pattern is equivalent.

b. In terms of category

The noun phrases which form the objects of the sentences are analyzed to discover the categories of the phrasal verb and its translation. The table of the noun phrases analysis is provided in part A. The table shows that the phrasal verb and its translation are categorized differently.
The category of the phrasal verb translation can also be seen from the analysis of the word. The word *tumpukan* comes from verb *tumpuk* which is added by suffix *–an*. In Indonesian if a word which is a verb base is added by suffix *–an*, the word will be a noun. It proves the word *tumpukan* is a noun.

It means the categories of the phrasal verb and its translation, are different. The phrasal verb is categorized as verb, while its translation is categorized as noun. It means they are not equivalent.

c. In terms of meaning

The sentence in ST has the similar meaning to the sentence in TT. Both of them say that Charlie saw the chocolates which piled up in the shop windows. The meaning is similar but in explaining the chocolates there is a difference between sentence in ST and TT. The difference is the sentence in ST states the shape of the chocolate by saying *great slabs of chocolate*. Slabs in the dictionary means *thick flat*. By looking at that meaning, the chocolate that Charlie saw can be interpreted as *thick flat chocolates in a great amount*. The sentence in ST explains the chocolate in detail that the chocolates are thick flat chocolates in a great amount and they are piled up in the shop windows. Different from the sentence in ST, the sentence in TT does not explain the chocolates in detail. It only says that Charlie saw chocolates which were piled up in the shop windows. It does not mention the shape of the chocolate. Since there is no explanation about the shape of the chocolates, the reader can imagine the shape of the chocolate differently.
Though there is a difference between sentence in ST and TT, the sentence in ST is translated equivalently into TT because the meaning of the sentence is not changed.

2. The Translation Equivalence of Bowled over

Table of translation equivalence of bowled over

<table>
<thead>
<tr>
<th></th>
<th>Equivalent</th>
<th>Not equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence pattern</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Category</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>Meaning</td>
<td>✓</td>
<td>-</td>
</tr>
</tbody>
</table>

a. In terms of sentence pattern

The sentence pattern in ST and TT are not equivalent. They have different sentence pattern. The sentence in ST is formed by subject, adverbial, predicate, and object. The sentence pattern is SAdv.PO. The sentence in TT is formed by subject, predicate, and object. The sentence pattern is SPO. The difference is on the adverbial. The sentence in ST has adverbial, while the sentence in TT does not have adverbial. The different sentence patterns prove that the translation of phrasal verb in terms of sentence pattern is not equivalent.
b. In terms of category

The category of the phrasal verb and its translation are different. The phrasal verb is categorized as verb, while its translation is categorized as adjective. It means they are not equivalent. The phrasal verb is of course a verb, so it does not need deeper analysis. The translation of the phrasal verb is an adjective. It needs more analysis to prove that it is an adjective.

The word *takjub*, which is the translation of phrasal verb, is an adjective because it can be modified with adverb *sangat*. In Indonesian the word *sangat* can be used to identify a word, whether the word is an adjective or not. The word *sangat* is used to modify adjective. If the word *takjub* is modified with *sangat*, it will be *sangat takjub*. In Indonesian *sangat takjub* (very surprised) is acceptable. The analysis proves that *takjub* is an adjective. It means the categories of phrasal verb and its translation are different. The different category proves that the translation of the phrasal verb in terms of category is not equivalent. It experiences category shift.

c. In terms of meaning

Both the sentence in ST and TT have similar meaning that people in these two sentences are surprised by what they see. It means the sentence meaning in ST is well-conveyed into TT. It shows that the sentence in ST is translated equivalently into TT.
3. The Translation Equivalence of *Lit up*

Table of translation equivalence of *lit up*

<table>
<thead>
<tr>
<th></th>
<th>Equivalent</th>
<th>Not equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence pattern</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>Category</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>Meaning</td>
<td>✓</td>
<td>-</td>
</tr>
</tbody>
</table>

a. In terms of sentence pattern

The sentence pattern in ST and TT are not equivalent. The sentence in ST is formed by conjunction, adverbial, subject, and predicate. The sentence pattern is Conj.Adv.SAdv.P. The sentence in TT is formed by conjunction, adverb, subject, and predicate. The sentence pattern is Conj.Adv.SPAdv. They have different sentence pattern. The sentence in ST has two adverbials, while the sentence in TT has one adverbial only. The different sentence patterns prove that the translation of the phrasal verb in terms of sentence pattern is not equivalent.

b. In terms of category

The category of the phrasal verb and its translation are different. The phrasal verb is categorized as verb, while its translation is categorized as adjective. The translation of the phrasal verb needs more analysis to prove whether it is really an adjective or not.
The translation of *lit up* is *terang*. In part A, it is stated that the word *terang* is followed by *sekali*. The adverb *sekali* shows that *terang* is an adjective. The adverb *sekali* is one of adverbs, which is modified with adjective. For more proofs, the word *terang* will be modified with the word *sangat*. If *terang* is modified with *sangat*, it will be *sangat terang*. *Sangat terang* is acceptable in Indonesian. Those prove that *terang* is an adjective. It also proves that the category of the phrasal verb and its translation is different. It means that the analysis of the phrasal verb in terms of category is not equivalent.

c. In terms of meaning

There is something omitted in the sentence in TT. The sentence in ST says, ‘And suddenly, on came the lights and the whole tunnel brilliantly was lit up’, while the sentence in TT says, ‘Dan tiba-tiba seluruh terowongan tampak terang sekali’. In the sentence in ST there is an explanation on why the tunnel was suddenly brilliantly lit up. It is because of the lights which came suddenly. In the sentence in TT there is no explanation about it. It only says that suddenly the tunnel was lit up. Though there is no explanation about the came of the lights, the sentence in ST is translated equivalently because the meaning of the sentence in TT is similar to the meaning of the sentence in TT. The point of the sentences is that suddenly the whole tunnel was lit up. Something becomes light up if there is light on it. So, the omission of why the tunnel suddenly was lit up does not affect the meaning of the whole sentence.
4. The Translation Equivalence of *Fills up*

Table of translation equivalence of *fills up*

<table>
<thead>
<tr>
<th>Equivalent</th>
<th>Not equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence pattern</td>
<td>-</td>
</tr>
<tr>
<td>Category</td>
<td>-</td>
</tr>
<tr>
<td>Meaning</td>
<td>✔</td>
</tr>
</tbody>
</table>

a. In terms of sentence pattern

The sentence pattern in ST and TT are not equivalent. The sentence in ST is formed by conjunction, subject, predicate, and object. The sentence pattern is Conj.SPO. The sentence in TT is formed by conjunction, subject, and predicate. The sentence pattern is Conj.SP. They have different sentence pattern. The sentence pattern in ST has object, while the sentence pattern in TT does not have object. The different sentence patterns prove that the translation of phrasal verb in terms of sentence pattern is not equivalent.

b. In terms of category

The category of the phrasal verb and its translation are different. The phrasal verb is categorized as verb, while its translation is categorized as adjective. The phrasal verb, *fills up*, is translated into *kenyang*.

To prove whether the phrasal verb translation, *kenyang*, is an adjective or not, the word *kenyang* needs more analysis. To identify the word *kenyang*, first it
is modified with adverb sangat. If kenyang is modified with sangat, it will be sangat kenyang. Sangat kenyang is acceptable in Indonesian. It means kenyang is an adjective because the adverb sangat modifies adjective.

The analysis on the phrasal verb translation, kenyang, shows that the phrasal verb and its translation are in the different categories. The phrasal verb is categorized as verb, while its translation is categorized as adjective. It means the translation of phrasal verb in terms of category is not equivalent.

c. In terms of meaning

The sentence in ST and TT have similar meaning. Both of them state that ‘it’ will make ‘you’ full. There is no change in terms of meaning. It means the sentence in ST is translated equivalently into TT.

5. The Translation Equivalence of Go on

Table of translation equivalence of go on

<table>
<thead>
<tr>
<th></th>
<th>Equivalent</th>
<th>Not equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence pattern</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Category</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>Meaning</td>
<td>✓</td>
<td>-</td>
</tr>
</tbody>
</table>
a. In terms of sentence pattern

The sentence pattern in ST and TT are equivalent. The sentence in ST is formed by subject, predicate, and complement. The sentence pattern is SPC. The sentence in TT is also formed by subject, predicate, and complement. It has the same sentence pattern as the sentence in ST, that is, SPC. The sentence patterns in ST and in TT are SPC. Since they have the same sentence pattern, the translation of the phrasal verb in terms of sentence pattern is equivalent.

b. In terms of category

The category of the phrasal verb and its translation are different. The phrasal verb is categorized as verb, while its translation is categorized as adverb. The phrasal verb translation needs more analysis in order to prove whether it is an adverb or not.

*Terus-terusan* is a polymorphemic adverb. It is formed by reduplicating root word and modifies it with suffix –an. The root is *terus*, then it is reduplicating into *terus-terus*, and then added by suffix –an. It becomes *terus-terusan*. This analysis proves that the phrasal verb translation, *terus-terusan*, is an adverb. It means the phrasal verb and its translation have different categories. It proves that the translation of the phrasal verb in terms of category is not equivalent.
c. In terms of meaning

The meaning of the sentence in ST is similar to the meaning of the sentence in TT. Both of them say that he cannot continue being like that. Since the meaning of the sentence in ST and TT are similar, the sentence in ST is translated equivalently into TT.
CHAPTER V

CONCLUSION

This study focuses on the translation process of the phrasal verbs which experience translation shift, and the equivalence of the translation of phrasal verb that experience translation shift. By using the problem formulations as the guidance, this research found the phrasal verbs which experience the translation shift and the equivalence of the translation of phrasal verb that experience translation shift.

From the analysis it can be concluded that there are five phrasal verbs which experience category shift. The shifts are from verb into noun, verb into adjective, and verb into adverb. There is one phrasal verb which is translated into noun that is *piled up*, which is translated into *tumpukan*. There are three phrasal verbs in the *Charlie and the Chocolate Factory* which are translated into adjectives. They are: *bowled over* that is translated into *takjub*, *lit up* that is translated into *terang*, and *fills up* which is translated into *kenyang*. One phrasal verb in the *Charlie and the Chocolate Factory* is translated into adverb, that is, *go on* which is translated into *terus-terusan*. All of those category shifts involve class shifts.

The equivalence analysis is in terms of sentence pattern and category. In the translation of *piled up*, the sentence pattern and meaning are equivalent but the
category is not equivalent. The same thing occurs in the translation of *go on.*

However, in the translation of *bowled over,* the sentence pattern and category are not equivalent but the meanings are equivalent. This also occurs in the translation of *lit up,* and *fills up.*
BIBLIOGRAPHY


