Class Shift of Verbs and Readability in *Harry Potter and the Half Blood Prince*

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Abstract—**This research is aimed to analyze the class shift of verbs and readability in Harry Potter and the Half Blood Prince and its Indonesian version Harry Potter dan Pangeran Berdarah Campuran. This is a descriptive qualitative research. The data were sentences containing verbs in J.K Rowling's novel entitled Harry Potter and a Half Blood Prince and its Indonesian translation. After being collected in the data sheet, the data were analyzed by using Catford's theory of shift. The first finding displays that there are five class shifts of verbs occurring in the novel. They are verbs translated into (1) noun (84 or 14.0%), (2) adjective (20 or 3.3%), (3) adverb (116 or 19.4%), (4) pronoun (19 or 3.2 %), and (5) particle (3 or 0.5 %). In terms of readability, the second finding shows that there are three levels of translation readability: (1) high readability, (2) middle readability, and (3) low readability.**

Keywords—class shift, verbs, readability, Harry Potter, translation.

I. INTRODUCTION

Understanding other language means knowing the meaning of the language. However, it is not on the literal meaning, but on the messages conveyed by the source language. The process of delivering equal message from the source language into the target language is called translation (Haryanti, 2016). It means the content of a text in one language is rendered to another language in order to make people in the second language understand it (Hyde et.al, 20011: 22). Newmark states that translation is the process of transferring the message of a text to another language based on the intention of the text's author (Newmark, 1987). According to Catford it is "a process of substituting a text from one language for a text in another*"* (1965: 73-80).

Since different languages have different rules, shifts will occur in the translation process. Translation shift is small linguistic changes which occur between a source text and its target text (Hatim & Munday, 2004: 26). It was first coined by John Catford in his work "A linguistic Theory of Translation" (ibid). According to Catford, a shift is a translation equivalent other than the formal correspondent occurs for a specific source language element (ibid). Furthermore, he states that there are two kinds of shift, namely shift of level and shift of category (Catford, 1965). Shift of level means that the source text in one linguistic

level is translated into target text and the level in the target language is changed. The common forms of level shift happen from grammar to lexis and vice-versa. Meanwhile, shift of category refers to all kinds of grammatical changes, like structure shift, class shift, unit shift, and intra-system shift (Catford, 1965). Structure shift relates to a shift in grammatical structure. A class shift is a shift from one part of speech to another. Unit shift or rank shift happens when the translation equivalent in the target language is at a different rank to the source language. In this context, 'rank*'* means the hierarchical linguistic unit of sentence, clause, group, word, and morpheme. Intra-system shift is a shift that happens when the SL and TL possess approximately corresponding systems but "the translation involves selection of a non corresponding term in the target language system" (Munday, 2008: 60-61).

Translation are needed in various fields, such as education, health, politics, and culture. One that is very interesting is translation in the field of literature like novels, movie script or subtitle, short stories, and drama. One of the worldwide best-seller novels is Harry Potter and it has been translated into 73 different languages (Time, 2013). There are seven series of Harry Potter written by J. K. Rowling. Harry Potter and the Half Blood Prince is one of them. It is the sixth series of Harry Potter and it has been translated into Indonesian *"Harry Potter dan Pangeran Berdarah Campuran".*

Within the two versions of English and Indonesian, some shifts occur. One is shown below.

> Source language: Dumbledore, however, *seemed* completely relaxed
>
> Target language: Dumbledore, meskipun demikian, *tampak* sepenuhnya rileks.

The example shows that the word 'seemed' which is a verb in the source language is translated into '*tampak*' which is an adjective in Indonesian. Since the shift happens to word class, it is called class shift.

There are eight word-classes in English: verb, noun, adjective, adverb, preposition, determiner, pronoun, and linking word (Easwood, 1999). Verb is a word to express

action or state of being, for example: read, fly, sleep, and think. Noun is a name for something, such as window, garden, and clothe. Adjective is a word used to describe or modify noun or pronoun, like the word 'young' in the phrase 'a young woman'. 'Woman' is a noun and the word 'young' modifies it. Adverb is a word used to describe or modify verb, adjective, or another adverb, like the word 'happily' in the sentence 'They study happily'. Here, the word 'happily' modifies the verb 'study'. Preposition is word used to link one word to another word and to show how they are related. Some examples of preposition are *on, in, at,* and *between*. Determiner is a word used to refer to a particular noun, such as *the, this, these, that, those, a,* and *an*. Pronoun is a word used to replace noun, such as *you, she, he,* and *it*. Linking word is a word used to link an idea to other idea in a sentence, like *also, as well as, furthermore,* and *moreover*.

Meanwhile, in Bahasa Indonesia there are ten types of word class: *kata benda* or *nomina* (noun), *kata kerja* or *verba* (verb), *kata sifat* or *ajektiva* (adjective), *kata ganti* or *pronomina* (pronoun), *kata bilangan* or *numeralia* (numbers), *kata keterangan* or *adverbia* (adverb), *kata sambung* (conjunction), *kata depan* (preposition), *kata sandang* (article), and *kata seru* (interjection) (Kusno, 1985: 67-92). *Kata benda* is words used to show nouns or those regarded as noun, like *kursi, sepeda*, and *Jawa, Kata kerja* is words used to show activity, such as makan, pergi, and duduk. *Kata sifat* or adjective is words to modify nouns, like *panjang, manis, luas,* and *cantik. Kata ganti* or *pronomina* (pronoun) is words to replace noun or something regarded as noun, such as *saya, kami, kamu,* and *mereka. Kata keterangan* or *adverbia* (adverb) is words used to explain verb, adjective, adverb and other word. For example, *sangat* in the phrase '*sangat baik*' is an adverb since it explains an adjective '*baik*'. *Kata sambung* (conjunction) is words used to connect words, phrases or sentences, like *dan, tapi, ketika,* and *maka. Kata depan* or *preposisi* (preposition) is words used to combine words or group of words with other words or group of words in one sentence where at the same time determine the type of the relationship, such as *di, ke, untuk,* and *bagi. Kata sandang* or articula is a word functions as a determinant which is usually placed before noun or adjective, like *si, sang, yang,* or *para. Kata seru* (interjection) is words showing feeling, such as *aduh, oh, wah, hai, astaga*, and many more (ibid). Alwi (2003: 36 in Hariyanti, 2014) divided those word classes into two: *kelas kata utama* (main word class) consisting of verb (*verba*), noun (*nomina),* adjective (*ajektiva)*, and adverb (*adverbial)* and *kelas kata tugas* (functioning word class) which consists of preposition (*preposisi* or *kata depan)*, conjunction (*kata sambung),* and particle (*partikel).*

One important thing in translation is its quality. There are at least three parameters to measure the quality of translation, namely accuracy, acceptability and readability (Nababan, Nuraeni, & Sumardiono, 2012). Accuracy means the message of the source text is equivalent with the message in the target text. Acceptability refers to the equivalence of the rules, norms, and culture of the translation to the target text, both in the micro and macro level. Readability refers to the degree of easiness of a translation to be understood.

This paper will focus on the aspect of readability in the translation of the novel. Readability relates to whether the readers understand about the translation text (Safitri, 2018).

A target text which is easily understood by readers means that it has a good readability. Nababan proposed three levels of readability assessment in translation: high, middle, and low. High readability level means that the words, technical terms, phrases, clauses, sentences, and the whole translation text can be easily understood by the reader of the target language. Middle readability level means in general, the translation text can be understood by the reader, but there are some parts of the translation which need to be read more than once. Low readability level means the translation text is difficult to understand (Nababan, Nuraeni, & Sumardiono, 2012).

Regarding the problem of different word class between English and Bahasa Indonesia, this paper is going to discuss about class shift of verbs which occur in J. K. Rowling's novel Harry Potter and the Half Blood Prince and its Indonesian version *Harry Potter dan Pangeran Berdarah Campuran*. This paper will also discuss about the readability of the translation in the novel.

Studies on shifting in translation is quite many and one of them is a research conducted by Setyaningsih in 2013 (Setyaningsih, 2013). She did a research entitled "A translation shift analysis on verb and verb phrase of *The Avengers* movie and its subtitling". Here, she found 445 out of 972 data which belong to shift of verb and verb phrase. 397 or 89.21% of them is equivalent translation and 48 or 10.79% of them is non-equivalent translation. The second similar study was conducted by Supatmiwati in 2016 which investigated about translation shift of verbs and sentence style from English into Bahasa Indonesia. She used the theory of translation equivalence proposed by Catford and focused on *level* shift. The findings showed that there are some shifts that usually occur in translating English into Bahasa Indonesia. It also found that passive form is the most common style used in writing report and scientific article. Some other researchers doing a study on the same theme are Janatiyah (2018), Tapilatu (2013), Wijanarko (2013), and Silalahi (2016). Meanwhile, studies related to the quality of translation and readability have been conducted by Nababan, Nuraeni and Sumardiono (2012), Prasetya, Hartono, and Yuliasri (2019), Acar and Isisag (2017), and Rosita (2017).

Although the theme of this study and of those mentioned above is similar, the subject and the data being studied are different. This study focuses on the class shift of verb and readability in the novel Harry Potter and the Half Blood Prince and its translation in Bahasa Indonesia.

II. RESEARCH METHOD

This is a descriptive qualitative research. The data are English sentences containing verbs in the novel Harry Potter and the Half Blood Prince and its translation in Bahasa Indonesia. In analyzing the verb shift, the data are limited to the first chapter of the novel while for analyzing the readability of the translation, some sentences from other chapters were included. The data were collected by reading and recording technique then analyzed by using Catford's theory of shift and Nababan's theory of translation readability.

III. FINDING AND DISCUSSION

There are 599 data of verb class shift found in the novel. From the data, the verbs were translated into nouns (*nomina*), adjectives (*ajektiva*), adverbs (*adverbia*), pronouns (*pronomina*), and particles (*partikel*). However, there are also verbs which are not shifted into different class of word. The next finding showed that the three levels or readability, high readability, middle readability, and low readability, are all found in the translation version. The number of shift and its percentage is shown in Table 1.

TABLE I.   TRANSLATION OF VERBS INTO INONESIAN CLASS OF WORD

Number	Verbs translated into	Total	Percentage (%)
1	Verb (*verba*)	357	59.6
2	Noun (*nomina*)	84	14.0
3	Adjective (*ajektiva*)	20	3.3
4	Adverb (*adverbia*)	116	19.4
5	Pronoun (*pronomina*)	19	3.2
6	Particle (*partikel*)	3	0.5
Total		**599**	**100**

The high percentage (59.6%) of translating verb into verb (*verba*) means that shift does not occur in most of verb translation. However, as stated by Catford that class shift will occur in translating one language to another, here are the number of verbs which have been shifted into other class of words: 84 verbs or 14.0% were shifted into noun (*nomina)*; 20 verbs or 3.3% were shifted into adjective (*ajektiva)*; 116 verbs or 19.4% were shifted into adverb (*adverbia*); 19 verbs or 3.2% were shifted into pronoun (*pronomina)*; and only 3 verbs or 0.5% were shifted into particle (*partikel).* This result show that shifting verb into adjective is the most prominent case. Shifting was done by the translator to make the translation result has equivalent message with the source text and to make the readers understand it easily.

A. Class Shift of Verb

Some examples of data showing class shift of verb are shown below.

1) *Verb Translated into Noun*

> Source text: 'That can be rearranged,' *said* the portrait at once. (ST. p.9)

> Target text: "Itu bisa di atur ulang," *kata* lukisan segera. (TT.p.13)

The data shows that in the source text, the word *said* is a verb. Then it is translated into *kata* in Bahasa Indonesia which belongs to noun. Thus, the shifting is from verb into noun.

> Source text: 'And if you don't *mind*, I'd rather that door remained unlocked.' (ST. p. 26)

> Target text: "Dan jika Anda tidak *keberatan*, saya lebih suka pintu tidak terkunci." (TT. p. 29)

The verb *mind* in the source text is translated into *keberatan*. The word *keberatan* is a noun. Here, a shift from verb in the source language into noun in the target language occurs.

2) *Verb Translated into Adjective*

> Source text: The Prime Minister had rather *resented* being told to sit down in his own office, (ST. p.16)

> Target text: Perdana Menteri agak *sebal* disuruh duduk di kantornya sendiri, (TT. P.18)

The verb *resented* in the source language is translated into Bahasa Indonesia *sebal* which is an adjective.

> Source text: 'Trees uprooted, roofs ripped off, lampposts *bent*, horrible injuries –.' (ST. p. 22-23)

> Target text: "pohon-pohon tercabut, atap beterbangan, tiang-tiang lampu *bengkok*, luka-luka mengerikan-." (TT. p. 24)

The verb *bent* in the source text is translated into *bengkok* in the target text. Here the shift occurs from verb into adjective.

3) *Verb Translated into Adverb*

> Source Text: 'Difficult to *know* where to begin,' muttered Fudge, pulling up the chair, sitting down and placing his green bowler upon his knees. (ST. p.11)

> Target text: "Sulit *mau* mulai dari mana," gumam Fudge, seraya menarik kursi, duduk, dan meletakkan topi bowler-nya di atas lututnya.. (TT. p.13)

The translator shifts a verb t*o know* in the source text into *mau* in Bahasa Indonesia. *Mau* is an adverb. Here, class shift from verb into adverb occurs.

> Source Text: …, it *had been* like this from his very first meeting with Fudge on his very first evening as Prime Minister. (ST. p.12)

> Target text: …, situasinya *selalu* begini sejak pertemuannya yang pertama dengan Fudge pada malam pertamanya sebagai Perdana Menteri. (TT. p. 14)

The auxiliary verb *had* followed by *been* is translated into *selalu* in Bahasa Indonesia. *Selalu* is an *adverbia*.

4) *Verb Translated into Pronoun*

> Source text: '*I thought* Dementors guard the prisoners in Azkaban?' he said cautiously (ST. p.23)

> Target text: "*Bukankah* Dementor menjaga para napi di Azkaban?" dia bertanya hati-hati. (TT.p. 26)

The verb used in the source text is *thought* and it is translated into *bukankah* in the target text. The word *bukankah* is a pronoun or *pronomina interogatif*. Thus, the translation process shifts a verb into a pronoun.

> Source text: '*Do* you really think I wasn't already making every effort?' demanded Fudge heatedly. (ST. p. 21)

Target text: "*Apakah* anda benar-benar mengira saya belum mengerahkan segala upaya?" tuntut Fudge panas. (TT. p.24)

The verb *do* in the source text is translated into *apakah* in the target text. *Apakah* in Bahasa Indonesia is a *pronomina interogatif* or a pronoun.

5)   *Verb Translated into Particle*

Source text: '…. The Brockdale bridge … the Bones and Vance murders … not to *mention* the ruckus in the West Country …' (ST. p.55)

Target text: "…. Jembatan Brockdale… pembunuhan keluarga Bones dan Vance… belum *lagi* kehebohan di West Country…". (TT.p.13)

The above data shows that the verb *mention* is translated into *lagi* in the target language. The word *lagi* is a particle in Bahasa Indonesia.

B.   Readability

In terms of readability, all three levels of quality occur in the novel. The data are grouped into those with high, middle and low readability. Some examples of data belonging to each of the category are shown below.

1)   *High Readability Level*

Source text: These words seemed to rouse Uncle Vernon. (ST.p.60)
Target text: Kata-kata ini tampaknya membangunkan Paman Vernon. (TT.p.65)

The translation of this data can be easily understood because it uses common words in the target language. The readers do not need to read it twice since there is no difficult words or technical terms in the sentence. It also has conveyed the message from the source language to the target language well. Thus, this data has high readability level.

2)   *Middle Readability Level*

Source text: Slughorn gave a shudder and a squawk of protest, which Harry ignored. (ST.p.91)
Target text: Slughorn bergidik dan menguak memprotes, yang diabaikan Harry. (TT.p.98)

The translation text of the above data uses common words, but some readers may need to read it twice or more because the phrase "*yang diabaikan Harry*" is confusing. They will question "What is ignored *(diabaikan)* by Harry? Is it the Slughorn's protest or something else?" Besides, the word "*menguak*" is also difficult to understand. In KBBI or Kamus Besar Bahasa Indonesia (Indonesian Dictionary), it means "*mengeluarkan bunyi kuak*" (producing kwak sound) and "*menjadi terbuka*, *membuka*" (being opened, open). Based on the context, those two meanings are inappropriate to use since the data shows a situation where Harry and Slughorn are talking each other. There is nobody else in that situation. Thus, the word "*menguak*" is inappropriate. It will be more understandable if the word "*squawk*" is translated into "*mengomel*".

3)   *Low Readability Level*

Source text: Braced this time, Harry was ready for the apparition, but still found it unpleasant. (ST.p.94-95)
Target text: Kali ini Harry sudah siap ber-Apparate, namun tetap saja tak nyaman. (TT.p.101-102)

The data shows that there is a technical term that cannot be understood by readers. The word *apparition* is translated into *ber-Apparate* and there is no explanation about the meaning of the word. In Bahasa Indonesia, the prefix *ber* shows that its word class is verb. However, it does not give any clue about the meaning of *apparition*. Thus, this data is classified as having low readability level.

IV.   CONCLUSION

That each language has its own rule makes translation process need to make some changes in the language structure of the target text. That is why shift is inevitable in translation. Shift is divided into level and category shift. In the novel under study, the shift of verb is categorized into five. They are verbs which are translated into noun, adjective, adverb, pronoun, and particle. Although it creates changes in the language structure, shift is acceptable as long as it can convey the same meaning as in the source text; this is what is meant by equivalence. Along with equivalence, readability can be another way to know the quality of a translation. In the novel under studied, the three levels of readability, high readability, middle readability and low readability, were found.

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