The Equivalence and Shift Translation in Adjective Phrases of Indonesian as Source Language to English as Target Language as Found in students Writing Descriptive Test of SMK Negeri 1 Lumbanjulu

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Abstract

This study deals with the types of translation equivalence and shift adjective phrases and reason used translation equivalence and shift used on the students translation. This study used qualitative research. The data were collected by translate paper and observation students translation in the classroom. The data are taken from translate paper in the classroom. There are 268 translation equivalence and 211 translation shift. The data are analyzed based on types of translation equivalence (linguistic, paradigmatic, stylistic and systematic) and translation shift (structure, class, intra system and unit). After analyzing the data, the types of translation equivalence and shift used on the students and offer was dominantly used in classroom translation. The total of translation equivalence 268 divide by the following Stylistic equivalence 64 and systematic equivalence 204. The most dominant types of translation equivalence is syntematic equivalence. The total translation shift is 211 divide by the following by structure shift 18, class shift 129 and 64 unit shift. The most dominant types translation shift is class shift.The suggestion are to the English department students, to know the types of equivalence and shift translation, the English teachers in order to improve the ability of the students in translating descriptive text by using translation equivalence and shift especially adjective phrases and to other researchers are suggested to make research by equivalence and shift translation from different prespective.

Keywords: Equivalence, Shift, Adjective phrases, Translation

1. Background of the Problem

English is one of those popular languages that are known as an international language. We know that English is used in song lyrics, in speech, in movie dialogues etc. Sometime English is also translated into other languages.

Translation is more than just transferring information or a text in the Source Language (SL) into equivalent text in the Target Language (TL). Translation is not only translating each words or phrases from source language into target language, but it is looking for the equivalent of meaning or message in the source language to be transferred into the target language. So, when there is different grammatical pattern, usually translation Indonesian to English is more difficult than English to Indonesian. Translator must see some grammar and lexical equivalent.

The equivalent is the correspondent content of the message of SL to TL text. The example is translating *anak – anak* to English language. Some time the students will say or write *kids* or *kid – kid*.

Based on equivalence and shifting of structure concept, there is basic technique to solve the problem in equivalence and shifting of the translation, that are equivalence and shifting translation. The replacement of one grammatical unit by another for example translation equivalence from English is *almost intact* into Indonesian translation is *masih utuh* . For example shift translation from English is *very strange* into Indonesian translation is *aneh*. Transportation is the only

translation procedure concerned with grammatical. Grammatical English and Indonesia language is different such as descriptive text.

Descriptive text is one of genre of texts. This text is one of the texts that have to be taught to senior High school students. high school will communicate each other in oral and written form of communication. However, students make clear description in order to make the reader can imagine the object that being such as students describe about their class.

Based on the writer's experience of teaching in real class (PPL), most of the students were very difficult to translate from Indonesian to English in a text. In this research, the writer was analyzed the equivalence and shift translation of adjective phrases especially eleventh grade students. There is some translation English to Indonesian words that translation was false as grammatical or functions. This needed an analysis where is dominant use equivalence or shift translation of adjective phrases translation.

There are many ways that can be used to help the students in translation but in this case the writer analized the equivalence and shift translation. According to Munday Jeremy (2009:6) "translation refers to far more than just the written text on the page, the product of translation process, an incredibly broad notion which can be understood in many different ways".

Translation is the process transfering a meaning from one language to other language.Traslation is the process to know the meaning not just to write the text, when the student learn to translate the text the student know the process and understand the meaning in different ways then the meaning information. Based on the explinition above the writer will conduct a study " The Equivalence and Shift Translation in Adjective Phrases of Indonesian as Source Language to English as Target Language as Found in Students Writing Descriptive Test in SMK Negeri 1 Lumbanjulu.

Based on the research statement, this particular study aimed at finding out: to analyze types of equivalence are used in translation Adjective Phrases of Indonesian Language as Source Language into English as the Target Language., to analyze types of shift are used in translation Adjective Phrases of Indonesian Language as Source Language into English as the Target Language., to find out dominant equivalence in English translation of Indonesian adjective phrases .and to find out dominant shift in English translation of Indonesian adjective Phrases.

The types of equivalence are linguistic equivalence, paradigmatic equivalence, stylistic equivalence and textual equivalence. The types of shift are level and category shift. But in this research, the writer focuses on analysis Linguistic equivalence, paradigmatic equivalence, stylistic equivalence, syntactic, and category shift for the shift of meaning in adjective phrases. This research was conducted for the students in SMK Negeri 1 Lumbanjulu. The writer was chosen the students as the subject of the study because this research has not been conducted for these students before. In addition, learning material about adjective phrases has been studied by students of tenth grade so it was considered more appropriate to be analyzed through this research

The result of the study is expected to be theoretically and practically significant and relevant for some matters.
1. theoretically significances : the result of the study can be used as another alternatives research in translating Indonesian adjective phrase into English., the result of the study can be used to add another perspective in translating Indonesian text into English, especially the adjective phrases.

2. practically significances for English teacher, to provide recommendation in providing strategy in teaching translation adjective phrases., to other writers to help them to translate Indonesian adjective phrases into English.

Translation

Translation is both sciences an art. It is means of international co-operation and nation integration. It is though translation that we can bridge the distance of culture and geography. Translation has central role to play in a vast subcontinent like India, with fifteen major regional languages, each proud of its distinct culture and tradition- and countless dialects some of which are creatively as vibrant as any of our developed languages its translator.

According Munday Jeremy (2001:5) Translation is the communication of the meaning of a source-language text by means of target-language text. Besides that, translation is a process that performed in language, a process changing a text in source language. Translation consists of giving the meaning of the source language into target language. The form of language is called source language and which is to change is called target language. Translation is complicated process. However, a translator who is concerned with transferring the meaning will find that the receptor language has a way in which the desired meaning can be expressed even though it may be very different from the source language form.

According to the explanation above translating is the important thing that the students must do in English subject, because without translating student cannot understand and still confuse about what they have learned. Teaching is act of process of education to transfer the knowledge from teacher to students in school. Teacher is the facilitator and motivator who give the information about the knowledge to the students. Student is receiver who obey all the regulation that teacher give to them in class.

Based all the definition , the writer conclude that translation just not transferring of one language to another but translation is an activity to reconstructing from one language to another language but with same contexts of though, ideas, or massage without add or less the meaning. Many people can translate the language well so that the hearers do not understand what the mean of it.

Translation is almost with interpretation. Both of them try to turn a language to another language in the same preposition of both languages. Translation deals with both spoken and also written translation, while interpretation deals with just spoken language or in the other word it produces only spoken translation. Some problem arise because people think of translating and interpreting as being two entirely different kinds of operation, one written and the other spoken. But both of are part of the same act of producing in receptor language, whether spoken or written. An interpreter is considered as a smart person because he/she should be able to listen and speak in the same time when doing the job and can interpret what done in their daily lives.

Types of Translation

According to Roman Jacobson in Jeremy Munday (2001: 5) distinguishes three types of translation:

(1) Intralingual translation, or rewording (an interpretation of verbal signs by
    means of other signs in the same language).
(2) Interlingual translation or translation proper (an interpretation of verbal signs
    by means of some other language).

(3) Intersemiotic translation or transmutation (an interpretation of verbal signs by
    Means of signs nonverbal sign systems).

        Having established these three types, of which (2) translation proper describes the process of transfer from SL to TL, Jakobson goes on immediately to point to the central problem in all types: that while messages may serve as adequate interpretations of code units or messages, there is ordinarily no full equivalence through translation. Even apparent synonymy does not yield equivalence, and Jakobson shows how intralingual translation often has to resort to a combination of code units in order to fully interpret the meaning of a single unit. Hence a dictionary of so-called synonyms may give perfect as a synonym for ideal or vehicle as a synonym for conveyance but in neither case can there be said to be complete equivalence, since each unit contains within itself a set of non-transferable associations and connotations.

The Translation Process

    Translation procedures are the technical devices used to transfer the meaning of a text in one language into a text in other language. They involve essentially adding structural or lexical elements to those present in the SL or subtracting from them; eliminating elements that are obligatory in the SL but unnecessary in the TL or with no counterpart there, where disparity between the two media goes beyond language patterns, adapting the content of the message so that the TL text will come as close as possible to the intent of the SL text and create a simil;ar impact. Examples of these procedures are given below:

Saya / - / - /dokter   (adding)
I   / am / a /doctor
Harry / - / tidak / merokok   (adding)
Harry / does/not/smoke
Saya / kembali / ke / rumah   (subtracting)
I   /returned / - /home
Paul / is / a / bookworm   (Subtracting + adapting)
Paul / - / - /kutubuku
It's/ a /main point/to consider/that...
- /suatu/ poin penting /diketahui / bahwa ...   (adding + adapting)
They / want /to / buy /hamburger
Mereka / mau / - /membeli/ hamburger (untranslatable)

From the examples above, the change from SL into TL in connection with addition, subtraction, adaption, and Unitrans liableness.

    In the process of translation, Munday Jeremy (2009: 55) interpretive theory of Translation (ITT) identifies there interrelated phrases of the translation/ interpreting process as follows:

1. Understanding is conceived of as an interpretive process geared to the generation of sense. According to ITT, experience in translation and interpreting has shown that linguistic knowledge alone does not suffice and it needs to be supplemented by other cognitive inputs (*compléments cognitifs*): encyclopaedic knowledge (*bagage cognitif*) and contextual knowledge (*contexte cognitif*), a type of storage which builds up from the beginning of the process of understanding. Additionally, ITT highlights the role of memory in the process of

understanding and distinguishes between immediate memory, which stores words for a short time, and cognitive memory, which stores the whole range of knowledge possessed by an individual. The end product of the process of understanding is called sense and it results from the interdependence of all linguistic and non-linguistic elements which play a role in the process. Understanding among translators and interpreters is different from understanding among normal receptors, since it is a deliberate and more analytical act of communication which requires the apprehension of sense in its totality so that sense matches the intended meaning (*vouloir dire*) of the sender of the source text.

2. Deverbalization. For ITT, sense is the non-verbal synthesis resulting from the process of understanding. Therefore, ITT postulates the existence of an intermediate phase of deverbalization resulting from the phase of understanding and the beginning of the phase of re-expression. This phase plays a fundamental role in the scope of ITT since it considers that re-expression is achieved through deverbalized meaning and not on the basis of linguistic form.

3. Re-expression. In a similar way to the process of understanding, re-expression involves the whole cognitive apparatus of an individual and generates an association between linguistic and non-linguistic knowledge. This phase presupposes a non-linear movement from a non-verbal level (the phase of deverbalization) to verbalization in a natural language and it is considered to be similar to the process of expression in monolingual communication: from the sender's intended meaning to its linguistic formulation. Intended meaning is the preverbal origin of linguistic form and, therefore, of sense. In the context of translation, the intended meaning. Of the sender of the source text is the point of reference aimed at by the translator.

Translation Equivalence

Equivalence is a central concept in translation theory. Vinay and Darbelnet view equivalence-oriented translation is a procedure which 'replicates the same situation as in the original, whilst using completely different wording' (ibid.:342).

According to Vinay and Darbelnet (in Fitri Mutiara at al 2014:109) equivalence refers to cases where languages describe the same situation by different stylistic or structure means. Popovic (in Fitri Mutiara at al 2014:110) proposes the classification of equivalence. According to him, there are four types of equivalence as follow.

1. Linguistic equivalence, where similarity between words of the SL and TL. This occurs in word for word' translation. Example : from Indonesia language *cantik* into English language *beautiful*.

2. Paradigmatic / Grammatical equivalence, similarity between grammatical structures. She notes that grammatical rules may vary across languages and this may pose some problems in terms of finding a direct correspondence in the TL. In fact, she claims that different grammatical structures in the SL and TL may cause remarkable changes in the way the information or message is carried across. These changes may induce the translator either to add or to omit information in the TT because of the lack of particular grammatical devices in the TL itself. Amongst these grammatical devices which might cause problems in translation Baker focuses on the number, tense and aspect, voice, person and gender. Example: in SL the verb *menilai* means to judge the SL does not have tense so the TL does not know whether menilai is the

present or in the past. However, the translator knows that menilai is in the past. Therefore, it is translated into *conclude*.

3. Stylistic (translational) equivalence, similarity in the meaning or impact of the expressed text message. Example: *Dia berenang dengan sangat cantik* , into English is *she swims so beautifully*.

4. Textual (syntagmatic) equivalence, similarity in the structure and form of the texts. Texture is a very important feature in translation since it provides useful guidelines for the comprehension and analysis of the ST which can help the translator in his or her attempt to produce a cohesive and coherent text for the TC audience in a specific context. It is up to the translator to decide whether or not to maintain the cohesive ties as well as the coherence of the SL text. His or her decision will be guided by three main factors, that is, the target audience, the purpose of the translation and the text type. Example : *Dia sedang bekerja*, and in English translation *she is working*.

Furthermore, Nida (in Munday Jeremy 2009) divides equivalence into formal

Equivalence and dynamic equivalence. Formal equivalence considers the message of the ST to be the focal point, resulting in a TT which follows the content as well as the linguistic structures of the ST as closely as possible. Formal equivalence can be seen in terms of the formal relationships existing between ST and TT structures, e.g. when a noun phrase in the ST is substituted by a noun phrase in the TT, and adverb by an adverb, and so on. By dynamic equivalence, it means of which the message of the ST is transferred in such a way that the effect on the target readers is as similar as possible to the effect on the ST readership. The dynamic equivalence model focuses on the receptor of the TT, i.e. the audience. This focus requires translators to adjust their texts to the target culture, to harmonize them linguistically in terms of grammar and lexis, and to make them sound 'natural'. Dynamic equivalence can be achieved using various adjustment techniques such as addition, subtractions and alterations.

According to Newmark (in Panou Despoina 2013) divided translation equivalence into two types, they are:

1. Semantic translation focuses on meaning whereas communicative translation concentrates on effect. In other words, semantic translation looks back at the ST and tries to retain its characteristics as much as possible. Its nature is more complex, detailed and there is also a tendency to over – translate. Semantic translation a great emphasis is placed on the author of the original text whereas communicative translation is a meant to serve a large readership.

2. Communicative translation needs not be employed exclusively over semantic or vice versa. It may well be the case in a literary text that a particular sentence requires communicative translation whereas another sentence from the same text may required a semantic one. Hence, the two methods of translation may be used in parallel, with varying focuses where each is employed.

Moreover, Newmark strongly believes that literal translation is the best approach in both semantic and communicative translation. However, he is careful to note that when there is a conflict between the two forms of translation, then communicative translation should be favored in order to avoid producing an abnormal, odd-sounding or semantically inaccurate result.

Adjective Phrase and Its Translation Equivalence

Phrase, as a part of grammatical sentences, consists of a group of words. It is assumed that sentences are structured not only out of words belonging to various words level categories, but also out of phrases belonging to the corresponding set of phrasal categories. English Adjective phrase (AP) is a phrase which the head word is an adjective. For example, in the phrases very important, the head word is important (an adjective). In comparison of both adjective phrases, it is found that there are similarities and differences in grammatical system, particularly in word order between English and Indonesian adjective phrase. These are examples of English adjective phrases and their Indonesian equivalences. The words underlined are their adjective heads.

1) <u>Beautiful</u> girls = wanita – wanita <u>cantik</u>

2) <u>big</u> book = buku <u>besar</u>

The words "*beautiful* and *imaginably heavy*" are the head words and the other words are called modifiers. The words "*beautiful* and *imaginably heavy*" in the examples are very important. Those words are called the center or head of the adjective phrase. From those examples, it can be seen that modifiers in English adjective phrase come before the adjective head, whereas in the Indonesian they come after the adjective head. These examples are simple adjective phrase consisting of modifiers and heads. There is a phrase longer than simple adjective phrase, it is complex adjective phrase.

Just like a word, phrases have also some categories, e.g. adjective phrase, noun phrase and prepositional phrase. Adjective phrase is the extension of adjective. According Gelderen Elly Van (2010: 39) AdjPs are built around adjectives, which indicate properties of nouns; AdvPs are built around adverbs which indicate qualities of verbs, adverbs, and adjectives. Since adjectives and adverbs have this qualifying function, they themselves are (optionally) accompanied by a degree marker such as *very, too, extremely, really*. The latter are adverbs of a special kind: they always modify another adverb or adjective and never modify a verb. They are comparable to the determiner in the NP, and more like grammatical than lexical categories. They do not expand into an AdvP of their own since degree markers such as *extremely very* do not occur.

An example of an AdjP is given in (13a) and of an AdvP in (13b). The (D)Adv indicates a degree adverb but, from now on, just Adv will be used:

(13)   a. AdjP   b. AdvP
     Adv   Adj   Adv   Adv
       so   nice   very   quickly

In (13a), the head of the AdjP is the adjective *nice*, and this head is modified by a degree adverb *so*; in (13b), the adverb *quickly* expands into a phrase and is modified by the degree adverb *very* that does not form a phrase of its own. That's why I choose not to make *very* the head of an AdvP.

An AdjP can be pronominalized, as in (14), but pronominalizing an AdvP, as in (15), sounds slightly awkward:

(14) I was happy and so was she.

(15) He behaved nicely, and she behaved so/thus.

According to Kim Jong-Bok and Sells Peter (2007) The most common environment where an adjective phrase (AP) occurs in 'linking verb' constructions as in:

John Feels _

Expressions like those in can occur in the blank space here:

Happy, uncomfortable, terrified, sad, proud of her, proud to be his student, proud that he passed the exam, etc.

Since these all include an adjective (A), we can safely conclude that they all form an AP. Looking into the constituents of these, we can formulate the following simple PS rule for the AP:

AP ⟶ A (PP/VP/S)

This simple AP rule can easily explain the following:

1. John sounded happy/ uncomfortable/ terrified/ proud of her.
2. John felt proud that his son won the game.
3. John sounded happily/ very/ the student/ in the park.

The verb sounded requires an AP to be followed, but in sentence we have no AP. In addition, observe the contrasts in the following examples:

1. The monkeys seem (want to leave the meeting).
    The monkeys seem (eager to leave the meeting)
2. John seems (know about the bananas)
    John seems (certain about the bananas)

Translation Shift

The term shift is used in the literature to refer to changes which occur or may occur in the process of translation. According to Catford (in Fitri Mutiara at al 2014:110) shift is departures from formal correspondence in the process of going from the SL to the TL. Catford divides shifts into two categories, such as level shifts and category shifts.

Level Shifts

According Catford (in Fitri Mutiara at al 2014:110) Shift of level is when a source language item at one linguistic level has a target language translation equivalent at a different level. It includes shifts from grammar to lexis and vice-versa. Catford (ibid) points out that, cases of shifts from grammar to lexis are quite frequent in translation between languages. The example of level shifts in the beginning that both Berman's and Stemmer's studies where the Hebrew learners shifted most of the grammatical ties (pronouns, demonstratives, deictic expression, etc...), are used to refer to entities and events in the source text, into lexical terms in the target language. For example:

Source Language	Target Language
Dia adalah wanita cantik	She is beautiful woman
Dia adalah wanita aneh	She is very strange woman
Tubuhnya sangat cantik	Her body is very beautiful

In this translation, there is a shift from grammar to lexis in which the patterns *to be + adjective* (grammar) in the target language text is translated into lexicon *cantik* in the source language.

Category Shifts

According Catford (in Fitri Mutiara at al 2014:110)Category shifts refer to unbounded and rank-bounded translation. The first being approximately normal or free translation in which source language and target language equivalents are up at whatever rank is appropriate. It is clear that category shift is unbounded, which might be normal of free translation, depends on what rank is appropriate. It includes structure shifts, class shifts, unit shifts, and intra-system shifts.

1. Structure Shifts

Structure shifts is to be the most common form of shift and involve mostly a shift in grammatical structure. Languages exhibit a considerable amount of differences both in the realization of similar structures existing in these languages and in the type of structures existing in each language.

Structures, where one element is typically obligatory while other elements are optional, an agreement between the head and its modifiers, are usually observed in some languages, for instance, the case of number and gender agreement between noun and adjective in the Arabic nominal group. However, languages vary so widely in the restrictions they assign to this agreement. In the English nominal group, for instance, this agreement is observed between articles and nouns but overlooked between nouns and adjectives. By contrast, Arabic seeks such agreement in both cases. This is a potential area of structural shifts in translation. Another type of dependency relations is that of the exclusion relation which is useful for defining some grammatical classes such as the verbs of state in English which do not agree with auxiliaries for the progressive aspect, and proper nouns which do not take the definite article 'the'. For example:

Source Language	Target Language
Wanita – wanita cantik	Beautiful girls
Wanita - wanita kuat	Wonder woman
Laki – laki buruk	Bad boy

"Beautiful girls" in the source language text is constructed of modifier (beautiful) + head (girls). Meanwhile in the target language it becomes *wanita – wanita cantik* which is constructed of head (*wanita - wanita*) + modifier (*cantik*).

2. Class Shifts

A class shift means the grouping of the constituents of a unit according to the way they operate in the structure of another unit next higher in rank. In other words, a class refers to any set of items having the same possibilities of operation in the structure of a particular unit. Class shift occurs when the translation equivalence of a source language item is a member of a different class from the original item. It is a change in word class. Catford defines class shifts definition "that grouping of members of a given unit which is defined by operation in the structure of the unit next above. Structure shifts entail class shifts. This is because of the "logical dependence of class on structure for example:

Source Language	Target Language
Tersenyum sopan	A polite smile
Siswa bodoh	Stupid student
Wanita pintar	Smart girl

In this example, English noun phrase *a polite smile* is translated into Indonesian verb phrase *tersenyum sopan*. Class shift can be identified from the change of noun phrase into verb phrase.

3. Intra-System Shifts

A system refers to the closed number of elements among which a choice must be made. In fact, the terms available in each system in one language can show fundamental differences from the terms of the same system in another language. This can be considered a major source of shifts at this level of language description. In other words, intra system shifts refer to those changes that occur internally within a system. The equivalence is said to occur at a non corresponding term in the target language system. All languages have their systems of number, deixis, articles, etc. intra-system shifts happen when a term is singular in the source text and its textual equivalent is plural, or vice versa (a change in number even though the languages have the same number system). It is worth noting here that the translator is compelled to be bound by the source language chosen by the writer; otherwise, her/his performance is destined to be erroneous. For example:

Source Language   Target Language

Sangat baik	Better
Sangat mudah	Easier
Sangat besar	Bigger

The word of *sangat baik* in the source language is a adjective phrases. It is translated into *better* in the target language in a adjective .

4. Unit Shifts

The descriptive units of the grammar of any language are arranged into meaningful stretches or patterns. One single instance of these patterns is called unit. Unit shifts occur when translation equivalent of a source text unit at one rank is a unit at a different rank in the target language. It includes shifts from morpheme to a word, word to phrase, clause to sentence, and vice versa. For example: a phrase into a word.

Source Language	Target Language
Lebih kecil	Smaller
Amat sangat berat	Imaginably heavy

Genre

Genre is seen as types of reading discourse that cores the area of descriptive reading type, narrative, recount, spoof, exposition, argumentative and some others.

Genre are staged, goal-oriented language processes, use different genres to get things done in language; the goals or purposes of the users affect the type or text they construct. Each stage of the text contributes to achieving the overall social purpose of the participants.

According to Megan Watkins and Peter knap (2005:22) "genre is an organising concept for our cultural practices and any field of genres constitutes a network of contrasts accord ing to a variety of parameters."

Based on the explanations above, the writer concludes that genre is goal or purpose to make the different kinds of text, and also place occasion, function, behavior and interactional structures: it is very rarely useful to think of it as a kind of text.

2.3.1 Kinds of text (Genre)

Genre is goal and purpose to know different of kinds of the text, where is from the structure. Pardiyono (2007) stated that there are twelve types of text, namely Spoof, Reports, analytical Exposition, News item, Anecdote, Procedure, Description, Hortatory Exposition, Explanation, Reviews, Narrative and Recount.

1. Spoof

A spoof is to retell an event with a humorous twist.
The generic (schematic) structures are:

1. Orientation   : Sets the scene.
2. Event(s)   : Tell what happened.
3. Twist   : Provides the 'punch line'.

2. Reports

The social function of reports is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.
The generic (schematic) structures are:

1. General Classification   : Tells what the phenomenon under discussion is.
2. Description   : Tells what the phenomenon under discussion is

Like in terms of part, qualities, habits or
Behaviors.

3. Analytical exposition

An analytical exposition is to persuade the reader or listener that something is the case.
The generic (schematic) structures are:
1. Thesis
   - Position : Introduces topic and indicates
     writer's position.
   - Preview : Outlines the main arguments to be
     presented.
2. Arguments
   - Point : Restates main argument outlined in
     preview.
   - Elaboration : Develops and supports each point.
3. Re-orientation : restates writer's position.
   4. News item

A news item is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
The generic (schematic) structures are:
1. Newsworthy Event(s) : Recounts the event in summary form.
2. Background Events : Elaborate what happened, to whom,
   in what circumstances.
3. Sources : Comments by participants' witnesses to
   and authorities' expert on the event.
   5. Anecdote

An anecdote is to share with others an account of an unusual or amusing incident.
The generic (schematic) structurers are:
1. Abstract : Signals the retelling of an unusual incident.
2. Orientation : Set the scene.
3. Crisis : Provides details of the unusual incident.
4. Reaction : Reaction to crisis.
5. Coda : Optional – reflection evaluation of the
   Incidence.
   6. Procedure

A procedure is a written English text that describes how something is accomplished through a sequence of actions or steps.
The generic (schematic) structures are:
1. Goal
2. Materials (not required for all procedural texts)
3. Steps 1-n (i.e. Goal followed by a series of steps oriented to achieving the goal)
   7. Description

A description is a written English text to describe a particular person, place or thing.
The generic (schematic) structures are:
1. Identification : Identifies phenomenon to describe.

2. Description   : Describes parts, qualities, and
                                                        Characteristics.

8. Hortatory exposition

A hortatory exposition is a written English text in which the writer persuades the reader or listener that something should or should not be the case.

The generic (schematic) structures are:

1. Thesis   : Announcement of issue of concern.
2. Arguments   : Reasons for concern, leading to
                        recommendation.
3. Recommendation   : Statement of what ought or ought
                        not to happen.

9. Explanation

An argumentative is a written English text that used to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

The generic (schematic) structures are:

1. A general statement to position the reader.
2. A sequenced explanation of why or how something occurs.

10. Reviews

A review is a written English text that used to critique art work or event for a public audience.

The generic (schematic) structures are:

1. Orientation   : Places the work in its general and
                                                Particular context, often by comparing it
                                        With others of its kind or through analogue
                        with a non- art object or event.
2. Interpretative Recount   : Summarizes the plot and/or
                                provides an account of how the
                        reviewed rendition of the work
                came into being; is optional, but if
        present, often recursive.
3. Evaluation   : Provides an evaluation of the work
                                and /or its performance or
                        production; is usually recursive.
4. Evaluative Summation   : Provides a kind of punch line which
                        sums up the reviewer's opinion of
        the art event as a whole; is optional.

11. Narrative

A narrative is introduced to amuse, entertain and to deal with actual or vicarious experience in different ways.

The generic (schematic) structures are:

1. Orientation   : Sets the scene and introduces the
                        participants.
2. Evaluation   : A stepping back to evaluate the
        plight (optional).
3. Complication   : A crisis arises.

4. Resolution   : The crisis is resolved, for better or
           for worse.

5. Re-orientation   : optional.

12. Recounts

A recount is to retell events for the purpose of informing or entertaining.

The generic (schematic) structures are:

1. Orientation   : Provides the setting and introduces
          participants.

2. Events   : Tell what happened, in what
         sequence.

3. Re-orientation   : Optional – Closure of events.

Descriptive Text

According Pardiyono, M.Pd (2007: 34) description is a type of written text, which has the specific function to give description about an object (human or non human). According to Marahimin (in Yuliasandra, N at.al 2013:658) description text is a kind writing which draws things, place, situations or condition with words. Descriptive text has different characteristic or features from other texts.

The Generic structure of Descriptive and Lexicons grammatical

According to Boardman and Frydenberg (in Pratiwi Arina. at al. 2013:704) generic structures of descriptive are identification and description. Function to identify the objects of descriptions. For example, identification can be the name of a person, the name of a thing or a place. Identification makes the readers know who or what is it to be described. Description contains several detailed description of the object. If the writer wants to describe a person, the description might be about a physical appearance, general appearance like clothes, shoes, and everything that is worn by a person. Then, it might be the characteristic of a person, like how kind is the person, what about his/her attitude and so on. There are some of significant lexicons – grammatical features of descriptive text. They are focuses on specific participant, use of attributive and identifying process, use of being/ having verbs, use of adjectives, frequent use of epithets and classifiers in nominal groups and the use of simple present tense.

Example of Descriptive Text

The car

The car I bought yesterday is a new sport car. It has the latest body design to help its power break the air blanket in front when it moves in a sudden extremely high speed such as in a race. Its body is low, but its stand on the road firmly, since it is categorized to a cat type having a heavy body. Its engine is the head in front. It is more than 5 hundreds kilograms. Its cylinder size is 2500 cc. It has a big power, although it moves slowly. This gives the car a stable direction according to the monitor of the driver. It has seven speeds, so it can run 300 km/hour. The brake system is designed to avoid a slip even tough it is suddenly applied at the time it runs fast on a wet or slippery road. It has a space only for two persons, for a driver and a navigator. it has radial tires. It is one of the latest designs of a sport car, which is offered to a competitive racer.

The Analysis text

Identification: The car I bought yesterday is a new sport car

Description:

It has the latest body design to help its power break the air blanket in front when it moves in a sudden extremely high speed such as in a race. Its body is low, but its stand on the road firmly, since it is categorized to a cat type having a heavy body. Its engine is the head in front. It is more than 5 hundreds kilograms. Its cylinder size is 2500 cc. It has a big power, although it moves slowly. This gives the car a stable direction according to the monitor of the driver. It has seven speeds, so it can run 300 km/hour. The brake system is designed to avoid a slip even tough it is suddenly applied at the time it runs fast on a wet or slippery road. It has a space only for two persons, for a driver and a navigator. it has radial tires. It is one of the latest designs of a sport car, which is offered to a competitive racer.

Conceptual Framework

In teaching a foreign language in school, the teacher can use some methods. For translation, the students must know adjective phrases and adverbial phrase, and other. The teacher should be able to help the students choosing the adjective phrases from English into Indonesian properly in order the students can product a good translation.
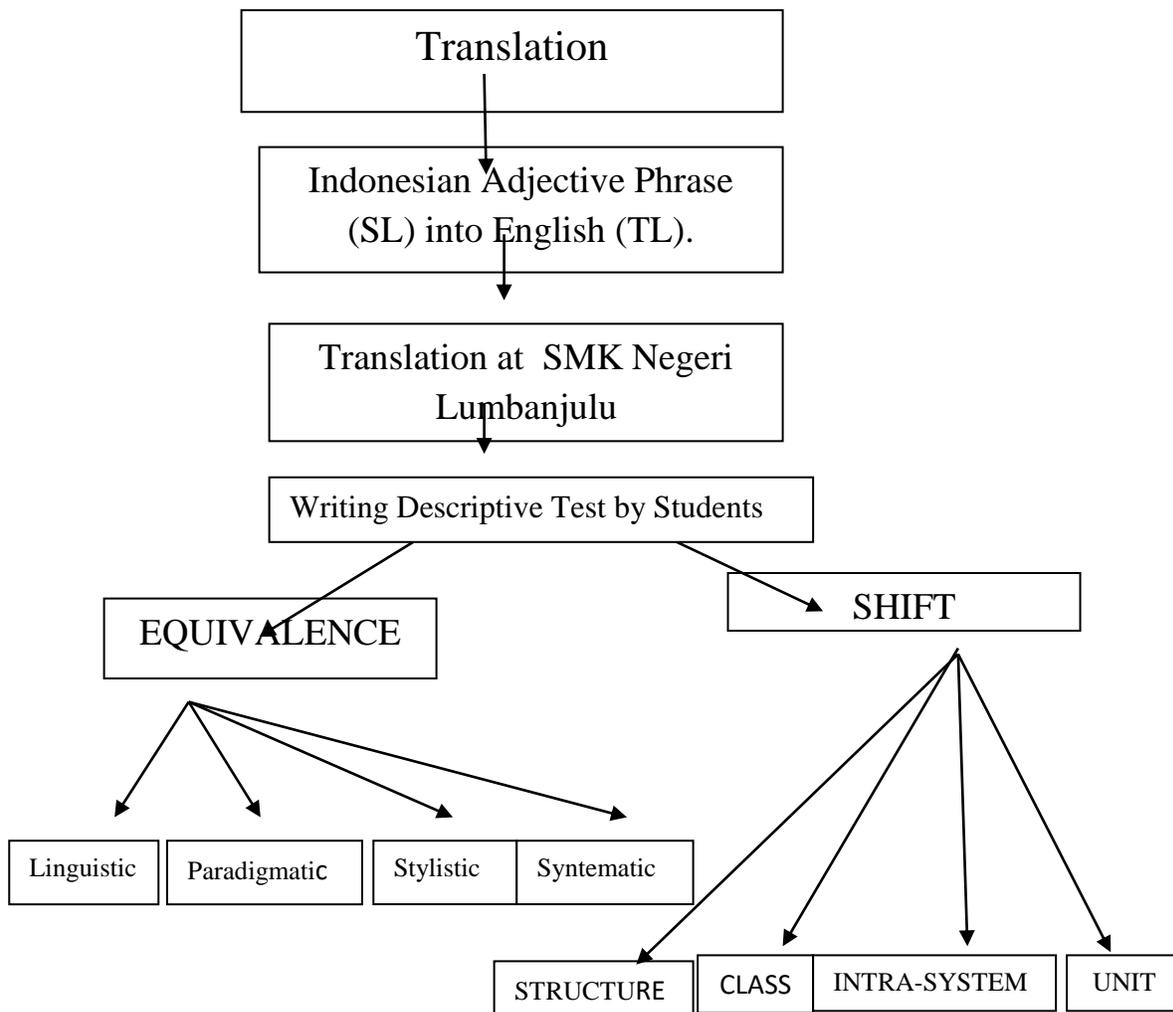
Figure 2.3 The Conceptual Framework of Equivalence and Shift in
IndonesianTranslation of English Adjective Phrase.

This study is entitled "Equivalence and Shift in Indonesian Translation of of English Adjective Phrase". There are problems of this study, types of equivalences and shifts in translation of Adjective phrase occur in the translation from English into Indonesian, What are the dominant equivalence or shift in English translation of Indonesian adjective Phrases. In this case, it used some theories to analyse those problems above, in which, the problems were analyzed by applying the theory of translation proposed by Catford.

This study applies the experiment qualitative in which the data was analyzed descriptively. The method used in this study is observation method. There were several stages. The first step was reading both English biography and its Indonesian version thoroughly to find out the sentences which contain the shift in translation of adjective phrases. The next step was taking notes of the various shifts in translation of adjective phrase from English into Indonesian. The various shifts in translation of adjective phrase were classified into appropriate categories and the last step was classifying and analyzing the data into appropriate categories based on the theories.

The method used to analyze the data is the descriptive qualitative method. After being collected, the data was listed in parallel between the source language and the target language. Then, the adjective phrases found in the source language were compared with their Indonesian translations. The next step was identifying and analyzing the data by applying the theory of translation proposed Catford (1965) to identify the shifts in translation and the factors determining shifts. After analyzing the shifts in translation of adjective phrase, it focused on the loss, gain, and skewing of information occurring in the data for which the theory of translation proposed by Nida (1975) was used. Tree diagram of syntactic structure and descriptive form were used to present the data analysis. Finally, from those all analysis, the findings of the study can be found and formulated.

2. Research Design

This study purposes to find out the ability of the students in translating English legend into Indonesian. According to Arikunto, suharsimi (1998:45) descriptive qualitative is a design focused on phenomenon factor. This research tries to make a description of the fact investigate by describing and classifying the characteristics of the fact factually and accurately. The design conducts in a descriptive qualitative because it tried to describe about the facts of students ability in translating. To get the description intend, the researcher use descriptive statistics which focuses on simple mathematical account with division, subtraction and multiplication. The descriptive statistic above is used to find out the mean score and percentage.

According to Nazir in Priyanti (1999:6) descriptive study wants to describe and to draw systematically, factually, and accurately about the facts, the characteristics, and the relationship of each phenomenon investigated. This research focuses only describing something as details as the purpose of the study. This study is aiming to describe and to figure or to draw systematically, factually, accurately about the facts, the characteristics and the relationship of each phenomenon investigated (translated).

Based on the thoughts above, the focus of the descriptive qualitative in this research were described systematically and accurately about the facts investigated by using descriptive statistics to

found out the mean score and percentage about the ability of the tenth grade students of SMK NEGERI 1 LUMBANJULU in translating English legend into Indonesian.

The object on the research is equivalence adjective phrases translation and shift adjective phrases translation.

In this study, the researcher used a translation the short descriptive test as an instrument to obtain the data. There collecting data was test. In this case the data were taken from the source by translation descriptive test. The form of the test can be grouped into three forms, namely: oral, written, and behavior form. In this research, the researcher conducts the written test, where the students doing translating exercises. Then, the result can be obtained from the test.

To collect the data, the researcher will use qualitative method by the following steps:

1. Giving the source descriptive text to the students
2. Collecting the result (Target language)

Technique of Analysis Data

The technique of analyzing data from are:
1. Analyzing the types of equivalence and shift translation in translation Adjective Phrases of source language into target language.
2. Classifying the types of equivalence and shift translation in translation Adjective Phrases of source language into target language.
3. Calculating the data from equivalence and shift translation in translation Adjective Phrases of source language into target language
4. Conclusion the data from equivalence and shift translation in translation Adjective Phrases of source language into target language.

The data were analyzed by using descriptive qualitative. The qualitative data was got from test that students have done in translation descriptive text in using Adjective Phrases. This study was only one class to found out the data. The data were got from the eleventh grade at SMK Negeri 1 Lumbanjulu. However, there were only 22 students taken as sample in classroom. The writer asked the students to translated two descriptive text. After that, the writer collected the papers and checked it. Then, the writer underlined the students' translation equivalence and shift Adjective Phrases in descriptive text. In this case the students' translation equivalence and shift adjective phrases in descriptive text. The total of translation equivalence 258 and translation shift 204.

Based on the table below, it is shown the total number of all sentence translation equivalence and shift in adjective phrases made by the students in translation descriptive text was 479 sentences. The following table (Table 4.1) is the students' translation equivalence and shift adjective phrases in descriptive text.

Table 4.1

NO	Translation adjective phrases by the students in Descriptive Text
1	It has a **enough body fat**
2	with white feather that **very soft**
3	It's ear **so long** guess to reach 30 cm
4	Boni have blue color eyes that **very beautiful**

5	Boni **more passive** than used to rabbit
6	It's will **very happy** because we will play run
7	Boni **more like** that vanour of eat vegetable
8	It's **very active**
9	Because body and action which **enough annoyed**
10	I'm **so like** my rabbit, Boni.
11	My school SMAN 1 Tanjung Hitam is **very big** school
12	My school **so cool** because to own many green tree in it
13	The **enough three dense** mentimed to lood air any my school
14	Us **more spirity** to study every day in school
15	My school own the **enough building big**
16	We will see building that **very big**
17	Besides to own **enough canteen wide**
18	Our canteen **really clean**
19	Arranged with **so nead** and permanent
20	By beggin that **very cool**
21	My school is **very wide** school and green
22	White smooth is **very soft**
23	It ear **so long**, about 30 cm
24	Boni have eyes blue color is **very beautiful**
25	Boni **more passive** any mos from to rabbit's usually
26	Boni **didn't so sailent**
27	It will **very happy** because we will play share
28	Boni **likes** eat vegetable better carrot
29	When **very active**, boni dislike water
30	Its sell well **enough ones**
31	**So to loves** my rabbit boni
32	SMAN's my school 1 black cape is **very big** school and green
33	My school **so cool** because to own many trees green that leafy in it
34	The **enough tree dense** mentioned make air in my school hoped cool and fresh
35	The air that still fresh mentioned make us **more spirity** study every day in school
36	My school own the **enough buildings big**
37	We will see a building that **very big**
38	My school also to own a **enough canteen wide**
39	Our canteens **really clean**
40	Arranged with **so neat** and permanent
41	By begging that **very shady** by because that
42	My school is school that **very wide** an green
43	He own the **enough body fat**
44	With white feather that **very soft**
45	His ear **so display**
46	Boni own blu color eye that **very beautiful**
47	Boni **more passive** from to used to rabbit
48	Boni not **so quiter**
49	He **very happy** because we will play various of chasing
50	Boni **more like** the various of eat vegetable aspectally carrot
51	Although **very active** boni don't like weater

52	It sell well **enough ones malign**
53	I **so to love** my rabbit, Boni
54	SMAN 1 Tanjung Hitam is school which **very big** and green
55	My school **so cool** because to own many once green trees that leafy in it
56	The **enough tree dense** mentioned make air in my school hoped cool and fresh
57	The air that still fresh mentioned make us **more spirity** to study every day in school
58	My school own the **enough build big**
59	We will see a building that **very big**
60	My school also to own a **enough canteen wide**
61	Our canteens **really clean** arranged
62	With **so neat** and permanent
63	By beginning that **very dense**
64	My school is school **very wide** and green
65	She have body that **enough fat** with body hair
66	Smooth that **very soft** weight about the 60 gram
67	The err **so long** about 30 cm
68	Boni have egs black color blu that **very beautiful**
69	Boni **more pasif** from to rabbit usually
70	She will **very happy** because we will play jamp
71	Boni more like eat vegetable's the first carrot in fact ready einits clock she eat
72	Which **very aftive**, boni don't like water
73	It shell well **enough ones**
74	My to dislike **so to love** my rabbit my boni
75	SMAN's my school 1 black cape is **very big** school and green
76	My school **so cool** because to own so many trees green
77	It the **enough tree dense** mentioned make air in my school hoped cool and fresh
78	Us **more spirity** study every day in school
79	My school own the **enough buildings big** building – building
80	We will see a building that **very big**
81	Besides to own complete building my school also to own a **enough canteen wide**
82	Our canteens **really clean**
83	Arranged with **so neat** and permanent
84	By begging that **very rindang**
85	My school is school that **very wide** and green
86	He have that **fat enough**
87	With white feather that very soft
88	His ear **so long** guess to reach 30 cm
89	Boni to own eye blue colory that **very beautiful**
90	Boni **more passive** from to rabbit used to
91	Boni **not so quiter**
92	Hi will **very happy** because we will play chasing
93	Boni **like more** eat vegetable especially carrot
94	Although **very active** boni don't like bathing water
95	Its sell that must funny me **so to love** me rabbit
96	SMAN 1 Tanjung hitam is school that **very big** and green
97	My school **so cool** because to own many once green tree calm ones in it
98	Tree the **enough tree dense** mentioned make air in my school hoped cool and fresh still

99	Us **more spirity** to study every day in school
100	My school to own the **enough buildings big**

3.Data Analysis

After the data had been collected, the types of translation equivalence and shift translation was used by students in SMK Negeri 1 Lumbanjulu and classified based on the type of equivalence and shift translation. There are two types of equivalence and there were three types translation shift adjective phrases used by students of SMK Negeri 1 Lumbanjulu while doing types of translation equivalence namely : stylistic equivalence and synthematic equivalence. And types of translation shift namely: structure shift, class shift, and unit shift. The analysis of student's translation equivalence and shift adjective phrases in translated descriptive text can be seen in the appendix.

Translation equivalence

Number 1

It has a **enough body fat**

Based on the sentence above, there are student's translation adjective phrases. That is the stylistic equivalence translation which included on using translated adjective phrases. There is meaning same but the correct translated could be " it has a enough body fat".

Number 2

with white feather that **very soft**

Based on the sentence above, there are student's translation adjective phrases. That is the synthematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 3

It's ear **so long** guess to reach 30 cm

Based on the sentence above, there are student's translation adjective phrases. That is the synthematic equivalence traslation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 4

Boni have blue color eyes that **very beautiful**

Based on the sentence above, there are student's translation adjective phrases. That is the synthematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 5

Boni **more passive** than used to rabbit

Based on the sentence above, there are student's translation adjective phrases. That is the synthematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 6

It's will **very happy** because we will play run

Based on the sentence above, there are student's translation adjective phrases. That is the synthematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 7

Boni **more like** that vanour of eat vegetable

   Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 8

It's **very active**

   Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 9

My school SMAN 1 Tanjung Hitam is **very big** school

   Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 10

My school **so cool** because to own many green tree in it

   Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 11

The **enough three dense** mentimed to lood air any my school

   Based on the sentence above, there are student's translation adjective phrases. That is the stylistic equivalence translation which included on using translated adjective phrases. There is meaning same but the correct translated could be " the tree luxuriant enough make the weather in my school fresh".

Number 12

My school own the **enough building big**

   Based on the sentence above, there are student's translation adjective phrases. That is the stylistic equivalence translation which included on using translated adjective phrases. There is meaning same but the correct translated could be " my school is big enough building".

Number 13

We will see building that **very big**

   Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 14

Besides to own **enough canteen wide**

   Based on the sentence above, there are student's translation adjective phrases. That is the stylistic equivalence translation which included on using translated adjective phrases. There is meaning same but the correct translated could be " besides to own wide enough canteen".

Number 15

Our canteen **really clean**

Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 16

My school is **very wide** school and green

Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 17

White smooth is **very soft**

Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 18

It ear **so long**, about 30 cm

Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 19

Boni have eyes blue color is **very beautiful**

Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 20

Boni **more passive** any mos from to rabbit's usually

Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 21

Boni **didn't so sailent**

Based on the sentence above, there are student's translation adjective phrases. That is the stylistic equivalence translation which included on using translated adjective phrases. There is meaning same but the correct translated could be boni didn't so reticent".

Number 22

It will **very happy** because we will play share

Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 23

When **very active**, boni dislike water

Based on the sentence above, there are student's translation adjective phrases. That is the syntematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 24

SMAN's my school 1 black cape is **very big** school and green

Based on the sentence above, there are student's translation adjective phrases. That is the synematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 25

My school **so cool** because to own many trees green that leafy in it

Based on the sentence above, there are student's translation adjective phrases. That is the synematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 26

The **enough tree dense** mentioned make air in my school hoped cool and fresh

Based on the sentence above, there are student's translation adjective phrases. That is the stylistic equivalence translation which included on using translated adjective phrases. There is meaning same but the correct translated could be " the tree luxuriant enough make the weather in my school fresh".

Number 27

My school own the **enough buildings big**

Based on the sentence above, there are student's translation adjective phrases. That is the stylistic equivalence translation which included on using translated adjective phrases. There is meaning same but the correct translated could be " my school own the big enough buildings".

Number 28

We will see a building that **very big**

Based on the sentence above, there are student's translation adjective phrases. That is the synematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Number 29

My school also to own a **enough canteen wide**

Based on the sentence above, there are student's translation adjective phrases. That is the stylistic equivalence translation which included on using translated adjective phrases. There is meaning same but the correct translated could be " my school also to own a wide enough canteen".

Number 30

Our canteens **really clean**

Based on the sentence above, there are student's translation adjective phrases. That is the synematic equivalence translation which included on using translated adjective phrases. There is meaning same and the grammar is true.

Translation shift

Number 1

Because body and action which **enough annoyed**

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is deferent meaning but the correct translated could be " because body and action which cute enough".

Number 2

I'm **so like** my rabbit, Boni.

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is deferent meaning but the correct translated could be " I'm so fond my rabbit, Boni ".

Number 3

Us **more spirity** to study every day in school

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is deferent meaning and spirit haven't meaning but the correct translated could be " us more spirit to study every day in school "

Number 4

Arranged with **so nead** and permanent

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is deferent meaning but the correct translated could be " arranged with so neat and permanent ".

Number 5

By beggin that **very cool**

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is deferent meaning because cool and luxuriant are very different but the correct translated could be " by beginning that very luxuriant ".

Number 6

Boni **likes** eat vegetable better carrot

Based on the sentence above, there are student's translation adjective phrases. That is the unit shift translation which included on using translated adjective phrases. There is deferent meaning because likes and more like are very different but the correct translated could be " Boni more like eat vegetable better carrot ".

Number 7

Its sell well **enough ones**

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is deferent meaning because enough ones and cute enough are very different but the correct translated could be " it action which cute enough ".

Number 8

So to loves my rabbit boni

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is deferent meaning because so to loves and so fond are very different but the correct translated could be " I am so fond my rabbit, boni ".

Number 9

The air that still fresh mentioned make us **more spirity** study every day in school

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is deferent meaning and spirity haven't meaning but the correct translated could be "The air that still fresh mentioned make us more spirit study every day in school"

Number 10

She have body that **enough fat** with body hair

Based on the sentence above, there are student's translation adjective phrases. That is the structure shift translation which included on using translated adjective phrases. There is the false structure but the correct translated could be "she have body fat enough"

Number 11

Boni not **so quiter**

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is deferent meaning because quiter and reticent are very different but the correct translated could be "boni is not so rexicent"

Number 12

My school **very wood** and green

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is deferent meaning because wood and wide are very different but the correct translated could be "my school very wide and green ".

Number 13

Although **very alfive**, boni is not like water

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is not meaning because alfive but the correct translated could be "although very active, boni is not like water ".

Number 14

By begging that **very rindang**

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is not meaning because rindang in indonesian but the correct translated could be "by begging that very luxuriant".

Number 15

It ear **longest** about guess to 30 cm

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is different meaning because longest and very long are very different but the correct translated could be "it ear so long about guess to 30 cm".

Number 16

Arranged with **so nead** and permanent

Based on the sentence above, there are student's translation adjective phrases. That is the class shift translation which included on using translated adjective phrases. There is not meaning because nead but the correct translated could be "arranged with so neat and permanent".

4.3 Research Findings

The finding the research in the students translation adjective phrases in descriptive text were translation equivalence 268 divide by the following Stylistic equivalence 64 and syntematic equivalence 204. The most dominant types of translation equivalence is syntematic equivalence. The total translation shift is 211 divide by the following by structure shift 18, class shift 129 and 64 unit shift. The most dominant types translation shift is class shift. The data can be seen on Table 4.3

showing translation equivalence and shift adjective phrases in translate descriptive text made by students grade XI RPL 2 in SMK Negeri 1 Lumbanjulu.

Table 4.3

Translation equivalence and shift Adjective phrases of

XI RPL 2

No	SI	Translation Equivalence				Translation Shift				Total
		LE	PE	STE	SYE	SS	CS	ISS	US	
1	RS	-	-	1	9	1	5	-	6	22
2	WS	-	-	4	12	-	1	-	4	21
3	AA	-	-	2	10	1	4	-	3	20
4	RM	-	-	-	9	1	8	-	2	20
5	SF	-	-	1	8	1	9	-	3	22
6	NN	-	-	3	9	-	7	-	3	22
7	MM	-	-	3	6	1	5	-	4	21
8	AM	-	-	5	10	-	4	-	3	22
9	AS	-	-	4	10	-	4	-	4	22
10	JS	-	-	2	11	1	6	-	2	22
11	FP	-	-	2	10	1	6	-	3	22
12	ASS	-	-	3	9	-	7	-	2	21
13	DS	-	-	3	8	1	7	-	2	22
14	AN	-	-	2	9	1	7	-	3	22
15	BS	-	-	3	10	1	4	-	3	21
16	FS	-	-	4	9	-	5	-	4	22
17	DN	-	-	3	8	1	6	-	3	21
18	LS	-	-	-	7	3	7	-	3	22
19	JM	-	-	1	7	3	7	-	2	22
20	YM	-	-	3	10	-	5	-	1	21
21	RPS	-	-	3	11	1	4	-	3	22
23	RL	-	-	2	7	-	10	-	2	21
Total		-	-	64	204	18	129	-	64	479

Note:

SI   : Students Initial

LE   : Linguistic Equivalence

PE   : Paradigmatic Equivalence

STE   : Stylistic Equivalence

SYE : Syntematic Equivalence

SS   : Structure Shift

CS   : Class Shift

ISS   : Intra System Shift

US   : Unit Shift

4. Conclusions

Based on the explanation from the previous chapter, the researcher can draw the conclusions as follow:

There were four types of translation equivalence and four types of translation shift in this study; in translation equivalence they are linguistic equivalence, paradigmatic equivalence, stylistic equivalence and syntematic equivalence; in translation shift they are structure shift, class shift, intra system shift and unit shift. The ability of the XI RPL 2 students of the SMK Negeri 1 Lumbanjulu in translating Indonesian descriptive text adjective phrases into English, the translation equivalence is 268 and shift is 211. The dominant in equivalence is syntematic (204) and in shift is class (133).

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