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Project-Based Learning and Translation Shifts in the Descriptive Texts: A Qualitative Study among Indonesian English Education Students

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ABSTRACT

This study was to know the use of shift types in the translation of descriptive texts found in the online English Textbook published for grade 10th students in Indonesia. It engaged 39 English Education Study Program students of the University of HKBP Nommensen Pematangsiantar, Indonesia, to use Indonesian linguistic codes to replace English linguistic codes in the translation of descriptive texts. It applied a qualitative method design and randomly selected 4 projects out of 39 student-translation project portfolios. Three concurrent activities: data collection/reduction, data display, and conclusion draw/verification were used to analyze the shift types. The results were dominantly structure shifts, 83.3%, and unit shifts, 16.7%, in project 1; structure shifts, 100%, in project 2; unit shifts, 57.14% and class shifts, 21.42%, in project 3; and level shifts, 40.74%, and structure shifts, 44.44% in project 4. The students tended to used structure shifts and class shifts to keep translation fidelity, accuracy, adequacy, fluency, and coherence from English descriptive texts into Indonesian through Project-Based Learning. It needs to engage more subjects and data to shed pedagogical light to improve students' ability in the translation of English narrative texts into Indonesian.
Keywords: *project-based learning, descriptive text, translation, shift type, English education student*

Introduction

Language represents human experience in social exchanges. Translation can bridge intercultural communication among different nations, cultures, and meanings (Widistari & Nurhayati, 2025). It is indispensable for English language teachers to help students understand cross-cultural communication (Gavhar, 2024). It serves as the channel of communication between countries and cultures (Gavhar, 2024; Klosi & Bezhani, 2023). It promotes cultural understanding (Čarapić, 2022). Global communication depends significantly on translation (Adil, 2020). English Education puts translation course a part of its curriculum to prepare students the capacity of professional teachers in the translation of cultural texts. Pedagogically, it is a challenge to develop the critical thinking skill the students need to translate authentic texts in 21st century contexts. Theoretically, translation is the use of the linguistic codes of a target language in a good way to replace the linguistic codes of a source language to transfer meaning from a source text into a target text (Gavhar, 2024; Priya, 2020).

This research investigated how Project-Based Learning (PBL) engaged students to develop their capacity to translate English cultural texts into Indonesian. PBL functions to develop the positive personality of learners such as motivation, interest, creativity, cooperation, responsibility, and communication skill to do learning tasks to construct new knowledge to solve problems (Maros et al., 2021). It helps learners become interested, active, critical, independent, collaborative, and communicative to accomplish projects supervised by a teacher (Ginusti, 2023). It encourages them solve problems, ask questions, discuss ideas, make observations and predictions, do experiments, collect and analyze data, and draw conclusions collaboratively to construct new knowledge (Kızkapan & Bektaş, 2017). It motivates their active role to undertake specific questions or problems in a project (Rodríguez-peñarroja, 2022). It promotes their motivation, collaboration, student-centered activity, and versatility (Aksela, 2019). It includes centrality, driving question, constructive investigation, autonomy, and realism (Maksum & Purwanto, 2022). PBL engages students to a learning process and encourage them active, critical, applicative, analytic, evaluative, creative, independent, and collaborative in the accomplishment of a project assigned to them.

Theoretically, translation is a transfer of

meaning from a source text into a target text. It renders meaning by using the target language to replace the source language. Translators are loyal to the meanings and they change the linguistic units of the source language. Translation problem has links with language traits. Language has a set of unique systems (Mokhtar, 2023). It is time investment to invent the natural linguistic units of the target language to replace the linguistic units of the source language to transfer meanings from the source text into the target text. In such a situation, translation causes linguistic shifts, loss and gains of meaning nuances from the source language into the target language.

This research investigated how PBL engaged English Education students to translate English descriptive texts into Indonesian. It hypothesized that the students used Indonesian linguistic codes to replace English linguistic codes to translate English descriptive texts into Indonesian. It specifically explored the shift types they use in the translations of English descriptive text into Indonesian. It also investigated the factors that affected the use of the shift types in those translations. In addition, it also investigated why they shifted the linguistic codes of the English language in those translations. Accordingly, the problems investigated in this research are as in the followings:

1. What shift types do the students use in the translation of the English descriptive texts into Indonesian?
2. How do they use of each of the shift types in the translation of the English descriptive texts into Indonesian?
3. Why do they use of each of the shift types in the translation of the English descriptive texts into Indonesian?

PBL is a constructivist-based teaching strategy. It helps leaners construct knowledge through project on specific phenomenon (Hawari & Noor, 2020; Almulla, 2020). It integrates knowledge and realities in authentic life contexts (Azamatova et al., 2023). It engages learners to demonstrate higher-critical thinking order in the accomplishment of a project (Budiarti et al., 2023; Li et al., 2024). It strengthens learners integrate knowledge and experience in authentic context to mitigation unpredictable life challenges in the 21st century.

Teachers are activity facilitators in PBL instructions. They facilitate triggering questions, unit focuses, participations, collaborative activities, and scaffoldings for products (Oliveira et al., 2020). They promote learners centered and collaborative engagement in leaning a topic (Pan et al., 2021). They develops social and affective capacities, linguistic knowledge, and communication skills to empower learners to choose the design projects to make what they learn personally meaningful (Wahbeh et al., 2021). Teacher and students must agree the classroom activities, project themes, outcomes, information collection, data analysis, final product, and evaluation (Ngadiso et al., 2021). Learners demonstrate problem-solving skills, critical thinking skill to apply knowledge in new educational setting (Guo et al., 2024).

Research reports show that PBL helps students develop critical thinking skills in learning knew knowledge of life skills. It is effective to help students understand, apply, and retain information to accomplish tasks independently (Ngadiso et al., 2021). It develops the critical and creative thinking skills of students (Syakur & Panuju, 2020; Andini & Rusmini, 2022). It improves educational aim, academic achievement, positive thinking of students (Nababan et al., 2023; Hussein & Bassam, 2021). PBL provides opportunities to develop critical thinking skills of students through an investigation on a specific phenomenon.

A descriptive text identifies an object specification and describes its details (Hanifa & Safitri, 2024). It communicates the information of an object and its details to readers (Stavans et al., 2024). It describes an object by vivid words to its readers (Huda & Purwanti, 2023). Its description include characteristic, quality, and function of an object detail (Mayekti et al., 2022; Warni & Hidayat, 2025). It reveals the characteristics of an object without conducting a deep research on it (Ahmed & Kumalasari, 2023). By a descriptive text, an object can be vivid to the eye of a reader.

Translation bridges people who speak different languages. It transfers meanings from the source language into the target language (Gavhar, 2024; Almijrab, 2025). It is an inter-lingual translation or a proper translation. It uses the linguistic codes of a target language to replace the linguistic codes of a source language to keep equivalent meanings and affects into a target text (Istiqomah et al., 2021; Alomari & Awadh, 2023). The linguistic codes of the target language which substitutes the linguistic code of the source language are the identity of a translation shift type (Kizi, 2022). They are classified into level and category shifts (Catford, 1969; Fitria, 2020). Level shift is the change of grammar to lexis. The change of order in a structure is structure shift. Unit shift is the change of a unit at different ranking. Class shift is the change of a word into another word class. Intra shift is the change of a grammar. When the target language does not have the system, it uses the system of source language. Translation uses the words of the target language to replace the words of the source language to transfer meanings and

affects from the source text into the target text.

There are several barriers in translation. The linguistic codes including vocabulary, grammar, sound, style and usage are difficult factors in translation (Akan et al., 2019). Idiomatic and cultural expressions are problems in translation (Ali & AL-Rushaidi, 2016). Specific cultural expressions are challenges in translations (Banikalef, 2019). Collocations can distort meanings in translations (JABAK et al., 2016). Intention, culturally specific habits, expectations, norms, verbal and nonverbal conventions, linguistic differences, text-specific features, and specific textual classification are complicated in translation (Ibrahim, 2017). Terms related in ecology, cultural objects, like, dislike, work, leisure, organization, customs, activities, procedures, and concepts are constraint in translation (Imami et al., 2021). The factors which can hinder translation action emerge from linguistic codes, idiomatic and cultural expression, collocation, ideology, purpose goal, patronize.

Translation is a high-order thinking process in the integration of experience and new knowledge in the creation of meaning related to authentic life contexts. The expression of the idea of a concepts which is completely unknown in the culture of a target language is a good way by using words in the target (Mokhtar, 2023). It integrates exactness and creativeness (Razakova, 2024). Integrating exactness and creativity by using the words of the target language in a good way promotes solution to the replacement of different linguistic code systems, cultural-bound idiomatic expressions, and collocations in translation.

Translation quality assessment has scientific accountability. By human assessment, it has high accuracy and it does not twist, distort, and controvert the original intended meaning (Han et al., 2021). It has the accuracy and adequacy of the source meaning and fluency and acceptability in the target language (Doherty, 2017). It has the clarity, use of common language, and similarity of content and meaning in a translation (Manipuspika, 2021). It delivers the message from the source text into the target text accurately (Samir & Yazdi, 2020). It owns the factors like fluency, sufficiency, and coherence in the target text (Gong et al., 2025). A good translation transfers the intended meaning of the source text by using the appropriate natural words with minor shifts in linguistic systems into the target text. It is the scope of translation shift types. A good translation is how linguistic codes shift from a source language into a target language and it is loyal to the intended meaning of the source language.

Method

This study applied the qualitative research method. It investigates a phenomenon with multiple realities to report the pattern of behavior (Donkoh & Mensah, 2023; Mattimoe et al., 2021). This research investigated how PBL helped students constructed critical thinking skill in translation projects through experiencing English descriptive texts as phenomenon in authentic settings (Kaeedi, 2023). The object this research investigated was the shift type the the research subjects used in the translations of English narrative texts as the source texts (ST), found in the online English textbook for grade 10th students in Indonesia, into Indonesian as the target texts (TT). It also explored how and why they used the shift type in those translations.

The subject of this research was a group of 39 students who registered in Translation and Interpretation Course in the odd Semester of the 2025/2026 Academic Year of the English Education Study Program in the University of HKBP Nommensen Pematangsiantar, Indonesia. The course used PBL, a constructivism teaching strategy (Subedi, 2021), to engage the subjects use the shift types in the translation of English descriptive texts into Indonesian. The source of the shift type data was one translation project accomplished by 4 subjects which was taken randomly from all the projects accomplished by the whole subjects in this research.

This research applied three interactive activities which include data collection/reduction, data display, and conclusion draw/verification as the technique of the data analysis (**Miles & Huberman, 1994;** Bhangu et al., 2023 ; Zulfirman, 2022; Hanafi et al., 2025)**.** It is related to the characteristics of the procedure implementation of PBL (Kızkapan & Bektaş, 2017) as in the following stages:

Stage 1: Data Collection/Reduction

Data Collection

Step-1:

Engaging the students to accomplish translation projects

Step-2:

Engaging them to translate English descriptive texts, found in the online English textbooks for grade 10-12th Indonesian students, into English

Step-3:

Engaging them into small team works to accomplish the project

Step-4:

Engaging them to select Indonesian linguistic codes to substitute English linguistic codes to translate narrative texts from English into Indonesian

Data Reduction
Step-5:
Engaging them to identify and label the shifts in those translation based on shift types: level shifts, structure shift, unit shift, class shift, and intra shift which appeared in the translations
Step-6:
Engaging them to check the accuracy, adequacy, fluency, and coherence of those translations
Stage 2: Data Display
Step-7: Engaging them to display the frequencies of all those shift types by matrix tables
Stage 3: Conclusion Draw/Verification
Conclusion Draw
Step-8:
Engaging them to draw conclusions on the relation between the shift type frequencies and translation behavior pattern trends
Conclusion Verification
Step-9:
Engaging them to the verification of the conclusion to the translation data, shift labels, and shift label frequency displays based on the theory of translation shift theory

Findings and Discussion

Findings

Project 1: Cristiano Ronaldo

Source Text (ST):
https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-X.pdf
1. (Simple)
ST: Cristiano Ronaldo has very strong determination[1].
Target Text (TT) : Cristiano Ronaldo memiliki tekad yang sangat kuat[1].
2. (Hypotactic)
ST: He used to train[2] very hard[3] since his childhood[4].
TT: Ia terbiasa berlatih[2] sangat keras[3] sejak masa kecilnya[4].
3. (Hypotactic)
ST: He knew that a footballer requires good stamina[5] because a football match requires a player[6] to run at least 10 kilometers in a single match[7].
TT: Ia tahu bahwa seorang pesepakbola membutuhkan stamina yang baik[5] karena sebuah pertandingan sepak bola mengharuskan pemain[6] berlari setidaknya 10 kilometer dalam satu pertandingan[7].
4. (Simple)
ST: Sometimes[8], he even trained himself continuously[9] from morning until evening[10].
TT: Terkadang[8], ia bahkan melatih dirinya terus menerus[9] dari pagi hingga malam[10].
5. (Simple)
ST: He also challenged himself by playing along with older players[11].
TT: Ia juga menantang dirinya dengan bermain bersama para pemain yang lebih tua[11].
6. (Hypotactic)
ST: He becomes so skillful[12] and confident[13] that his opponents cannot figure out how to stop Ronaldo from making a goal[14].
TT: Ia menjadi sangat terampil[12] dan percaya diri[13] sehingga lawannya tidak dapat memahami bagaimana menghentikan Ronaldo untuk mencetak gol[14].
7. (Hypotactic)
ST: Normal football players will use their single leg[15] of their dominant side[16], but Ronaldo can easily use both of his legs[17] efficiently to make goals[18].
TT: Pemain sepak bola pada umumnya hanya menggunakan satu kaki[15] dari sisi tubuh dominannya[16], tetapi Ronaldo dapat dengan mudah menggunakan kedua kakinya[17] secara efektif untuk mencetak gol[18].
8. (Simple)
ST: In addition to that[19], he can use his head[20] to score goals[21] as well.
TT: Selain itu[19], ia juga dapat menggunakan kepalanya[20] untuk mencetak gol[21].
9. (Simple)
ST: He is also one of the fastest football players[22] in football history[23].
TT: Ia juga merupakan salah satu pemain sepak bola tercepat[22] dalam sejarah sepak bola[23].
10. (Simple)
ST: Ronaldo can run very fast[24], he can run with a speed[25] of 33.6 kilometers per hour[26].
TT: Ronaldo dapat berlari sangat cepat[24]; ia dapat berlari dengan kecepatan[25] 33,6 kilometer per jam[26].
11. (Simple)
ST: That is why he is also known as a rocket man[27].
TT: Itulah sebabnya ia juga dikenal sebagai pria roket[27].
12. (Simple)
ST: This helps Ronaldo to do his famous free-kick[28].
TT: Hal ini membantu Ronaldo melakukan tendangan bebas terkenalnya[28].
13. (Simple)
ST: Ronaldo's free-kick speed[29] is approximately 130 kilometers per hour[30].
TT: Kecepatan tendangan bebas Ronaldo[29] adalah sekitar 130 kilometer per jam[30].
14. (Simple)
ST: While jumping[31], Ronaldo's G-force[32] is five times higher[33] than that of a cheetah[34].
TT: Saat melompat[31], gaya gravitasi (G-force)

Ronaldo[32] lima kali lebih tinggi[33] dibandingkan seekor cheetah[34].
15. (Simple)
ST: He can jump up to 78 cm in the air[35]; this jumping height[36] is much more compared to any basketball player[37].
TT: Ia dapat melompat hingga 78 cm di udara[35]; tinggi lompatan ini[36] jauh lebih tinggi dibandingkan pemain bola basket mana pun[37].
16. (Paratactic)
ST: All of these[38] have helped him achieve his success[39].
TT: Semua hal ini[38] telah membantunya meraih kesuksesannya[39].
17. (Simple)
ST: In his young age[40], he has won many trophies[41] and broken records[42] including winning the prestigious FIFA Ballon d'Or award[43] five times[44].
TT: Pada usia mudanya[40], ia telah memenangkan banyak trofi[41] dan memecahkan berbagai rekor[42] termasuk memenangkan penghargaan bergengsi FIFA Ballon d'Or[43] sebanyak lima kali[44].
18. (Simple)
ST: Currently[45], his net worth[46] is around $500 million[47] and this makes him[48] one of the richest athletes[49].
TT: Saat ini[45], kekayaan bersihnya[46] sekitar 500 juta dolar[47] dan hal ini menjadikannya[48] salah satu atlet terkaya[49].

Table 1 Translation Shift Frequency Display

Sentence	Level shift	Structure shift	Unit shift	Class shift	Intra shift	Total
1	0	1	0	0	0	1
2	0	1	0	0	0	1
3	0	1	0	0	0	1
4	0	1	0	0	0	1
5	0	0	1	0	0	1
6	0	1	0	0	0	1
7	0	1	0	0	0	1
8	0	1	0	0	0	1
9	0	1	0	0	0	1
10	0	1	0	0	0	1
11	0	0	1	0	0	1
12	0	0	1	0	0	1
13	0	1	0	0	0	1
15	0	1	0	0	0	1
16	0	1	0	0	0	1
17	0	1	0	0	0	1
18	0	1	0	0	0	1
Total	**0**	**15**	**3**	**0**	**0**	**18**

Project 2: Abraham Damar Grahita

TT:
https://buku.kemendikdasmen.go.id/katalog/Bahasa-Inggris-Work-in-Progress-untuk-SMASMKMA-Kelas-X
1. (Complex)
ST: If you like watching basketball[1], you must be familiar with Abraham Damar Grahita[2].
TT: Jika kamu suka menonton bola basket[1], kamu pasti mengenal Abraham Damar Grahita[2].
2. (Complex)
ST: He is my favorite basketball player[3] who currently plays for Prawira Bandung[4] of the Indonesian Basketball League[5] (IBL).
TT: Dia adalah pemain bola basket[3] favorit saya yang saat ini bermain untuk Prawira Bandung[4] di Liga Bola Basket Indonesia[5] (IBL).
3. (Complex)
ST: He was born on 8 October 1995[6] in Bangka Belitung[7], Indonesia[8].
TT: Dia lahir pada 8 Oktober 1995[6] di Bangka Belitung[7], Indonesia[8].
4. (Complex)
ST: Abraham Damar Grahita has an athletic body[9] with a height[10] of 180 centimeters[11] and a weight[12] of 78 kilograms[13].
TT: Abraham Damar Grahita memiliki tubuh atletis[9] dengan tinggi badan[10] 180 sentimeter[11] dan berat badan[12] 78 kilogram[13].
5. (Complex)
ST: As a basketball player[14], he has a well-built body[15] with strong[16] and long arms[17].
TT: Sebagai pemain bola basket[14], ia memiliki tubuh kekar[15] dengan lengan yang kuat[16] dan panjang[17].
Jenis pergeseran: Structure Shift
6. (Complex)
ST: His skin color[18] is fair[19] with a beardless face[20] and a captivating smile[21].
TT: Warna kulit[18]nya cerah[19], dengan wajah tanpa jenggot[20] dan senyum yang menawan[21].
7. (Simple)
ST: It makes him so charming[22].
TT: Hal itu membuatnya sangat menawan[22].
8. (Complex)
ST: His slanted eyes[23] and short black hair[24] also make him look so fresh[25] and cool[26].
TT: Mata sipit[23] dan rambut hitam pendek[24]nya juga membuatnya tampak segar[25] dan keren[26].
Jenis pergeseran: Structure Shift
9. (Simple)
ST: He is a very humble[27] and hard-working[28] person.
TT: Dia adalah orang yang sangat rendah hati[27] dan pekerja keras[28].
10. (Complex)
ST: He inspires[29] children to make[30] their dreams come true[31].
TT: Ia menginspirasi[29] anak-anak untuk mewujudkan[30] impian[31] mereka.
Jenis pergeseran: Structure Shift
11. (Complex)
ST: He proves[32] that every child[33] is capable of success[34] as long as they are willing[35] to work hard[36].
TT: Ia membuktikan[32] bahwa setiap anak[33] mampu berhasil[34] selama mereka bersedia[35] bekerja

keras[36].
12. (Complex)
ST: Therefore, he often writes[37] #justakidfrombangka[38] on his posts[39] on Instagram[40].
TT: Oleh karena itu, ia sering menulis[37] #justakidfrombangka[38] di unggahannya[39] di Instagram[40].
13. (Complex)
ST: Abraham Damar Grahita has been a fan[41] of basketball[42] since he was in high school[43].
TT: Abraham Damar Grahita telah menjadi penggemar[41] bola basket[42] sejak ia di sekolah menengah[43].
14. (Complex)
ST: He takes[44] basketball very seriously and is very good[45] at it.
TT: Ia menekuni[44] bola basket dengan sangat serius dan sangat mahir[45] dalam olahraga itu.
15. (Complex)
ST: However, because he lived in the country[46], he was less of a threat[47].
TT: Namun, karena ia tinggal di daerah[46], ia kurang menjadi ancaman[47].
16. (Complex)
ST: Then, his family[48] and coach[49] encouraged him to improve his basketball skills[50] by moving to Jakarta[51].
TT: Kemudian, keluarga[48] dan pelatih[49]nya mendorongnya untuk meningkatkan keterampilan bermain bola basket[50] dengan pindah ke Jakarta[51].
17. (Complex)
ST: In 2015[52], he began[53] his career with Stadium Jakarta[54].
TT: Pada tahun 2015[52], ia memulai[53] kariernya bersama Stadium Jakarta[54].
18. (Complex)
ST: He received[55] a scholarship[56] to Esa Unggul University[57] through Stadium[58] and also joined[59] the school's basketball team[60], where he played[61] until turning professional[62] in 2015.
TT: Ia mendapat[55] beasiswa[56] ke Universitas Esa Unggul[57] melalui Stadium[58] dan juga bergabung[59] dengan tim bola basket sekolah[60], tempat ia bermain[61] hingga menjadi pemain profesional[62] pada 2015.
19. (Complex)
ST: Abraham Damar Grahita is a member[63] of the Indonesian Basketball National Team[64].
TT: Abraham Damar Grahita adalah anggota[63] Tim Nasional Bola Basket Indonesia[64].
20. (Complex)
ST: He made[65] history with the Indonesian Basketball National Team[66] by winning[67] the gold medal[68] at the 2021 SEA Games[69] in Vietnam[70].
TT: Ia mencatatkan[65] sejarah bersama Tim Nasional Bola Basket Indonesia[66] dengan memenangkan[67] medali emas[68] pada SEA Games 2021[69] di Vietnam[70].
21. (Complex)
ST: At the time, the Indonesian Basketball National Team[71] defeated[72] the Philippines[73], which had won[74] the previous 13 SEA Games[75].
TT: Pada saat itu, Tim Nasional Bola Basket Indonesia[71] mengalahkan[72] Filipina[73], yang telah menang[74] dalam 13 SEA Games sebelumnya[75].

Table 2 Translation Shift Type Frequency Display

Sentence	Level shift	Structure shift	Unit shift	Class shift	Intra shift	Total
1	0	12	0	0	0	1
2	0	3,4,5	0	0	0	1
3	0	6,7,8	0	0	0	1
4	0	9,10,11,12,13	0	0	0	1
5	0	14,15,16,17	0	0	0	1
6	0	18,19,21	0	0	0	1
7	0	22	0	0	0	1
8	0	23,24,25,26	0	0	0	1
9	0	27,28	0	0	0	1
10	0	29,30,31	0	0	0	1
11	0	32,33,34,35,36	0	0	0	1
12	0	37,38,39,40	0	0	0	1
13	0	41,42,43	0	0	0	1
14	0	44,45	0	0	0	
15	0	46,47	0	0	0	1
16	0	48,51	0	0	0	1
17	0	52,54	0	0	0	1
18	0	55,56,57,58,59,60,61,62	0	0	0	1
19	0	63,64	0	0	0	1
20	0	65,66,67,68,69,70	0	0	0	1
21	0	71,72,73,74,75	0	0	0	1
Total	**0**	**21**	**0**	**0**	**0**	**21**

Project 3: Taj Mahal
ST: https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-X.pdf
1. (Simple)
ST: Taj Mahal, an epitome of love[1], is actually a mausoleum.
TT: Taj Mahal, lambang cinta[1], sebenarnya adalah sebuah makam.
2. (Complex)
ST: Standing majestically[2] on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance.
TT: Berdiri megah[2] di tepi Sungai Yamuna, Taj Mahal identik dengan cinta dan romansa.
3. (Simple)
ST: Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen.
TT: Taj Mahal dibangun oleh Kaisar Mughal Shah Jahan untuk mengenang istri tercinta dan ratunya.
4. (Complex)
ST: The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces[3].
TT: Nama "Taj Mahal" berasal dari nama istri Shah Jahan, Mumtaz Mahal, yang berarti mahkota

istana[3].
5. (Simple)
ST: Taj Mahal represents the finest architectural and artistic[4] achievement.
TT: Taj Mahal mewakili pencapaian arsitektur dan seni terbaik[4].
Translation Shift: Unit Shift
6. (Simple)
ST: The mausoleum was constructed of pure white marble.
TT: Makam tersebut dibangun dari marmer putih murni.
7. (Complex)
ST: The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise)[5] that form the intricate designs.
TT: Marmer putih ini dihiasi dengan batu semi mulia (termasuk giok, kristal, lapis lazuli, batu kecubung, dan pirus)[5] yang membentuk desain yang rumit.
8. (Simple)
ST: Its central dome reaches a height of 240 feet (73 meters).
TT: Kubah utamanya mencapai ketinggian 240 kaki (73 meter).
9. (Simple)
ST: The dome is surrounded by four smaller domes.
TT: Kubah tersebut dikelilingi oleh empat kubah yang lebih kecil.
10. (Simple)
ST: Four slender towers, or minarets[6], stand at the corners.
TT: Empat menara ramping, atau menara[6], berdiri di sudut-sudutnya.
11. (Complex)
ST: Inside the mausoleum[7], an octagonal marble chamber adorned with[8] carvings and semi-precious stones houses the false tomb of Mumtaz Mahal.
TT: Di dalam makam[7], sebuah ruangan marmer segi delapan yang dihiasi dengan[8] ukiran dan batu semi mulia menaungi makam palsu Mumtaz Mahal.
12. (Simple)
ST: Her actual remains lie below, at garden level.
TT: Jenazah aslinya terletak di bawah, di tingkat taman.
13. (Simple)
ST: Taj Mahal shows shades[9] of magnificent beauty at different time during the day.
TT: Taj Mahal menunjukkan nuansa[9] keindahan yang luar biasa pada waktu yang berbeda sepanjang hari.
14. (Complex)
ST: At dawn when[10] the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace.
TT: Saat fajar ketika[10] sinar matahari pertama menyentuh kubah monumen epik ini, ia bersinar seperti istana merah muda surgawi.
15. (Complex)
ST: At daytime, when[11] the sky is bright and clear, the Taj looks milky white.
TT: Pada siang hari, ketika[11] langit cerah dan jernih, Taj terlihat putih susu.
16. (Complex)
ST: At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color[12].
TT: Pada malam yang diterangi cahaya bulan ketika sinar bulan purnama jatuh pada marmer putih yang berkilauan, sinar bulan yang dingin memantul kembali dari marmer putih dan memberikan Taj Mahal sedikit warna biru[12].
17. (Simple)
ST: It's simply breathtaking[13]!
TT: Sungguh menakjubkan[13]!
18. (Complex)
ST: With such beauty[14], no wonder that Taj Mahal becomes one of the Seven Wonders of the World.
TT: Dengan keindahan seperti itu[14], tidak heran jika Taj Mahal menjadi salah satu dari Tujuh Keajaiban Dunia.

Table 3. Translation Shift Type Frequency Display

Sentence	Level shift	Structure shift	Unit shift	Class shift	Intra shift	Total
1	0	0	1	0	0	1
2	0	0	0	1	0	1
3	0	0	0	0	0	0
4	0	0	1	0	0	1
5	0	0	1	0	0	1
6	0	0	0	0	0	0
7	0	0	0	0	1	1
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	1	0	0	1
11	0	0	1	1	0	2
12	0	0	0	0	0	0
13	0	1	0	0	0	1
15	0	0	0	0	0	1
16	0	0	0	0	0	1
17	1	0	0	0	0	1
18	0	0	1	1	0	1
Total	**1**	**1**	**8**	**3**	**1**	**14**

Project 4: Little Red Riding Hood

ST: https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-X.pdf
1. (Complex)
ST: ST: One day[1], Little Red Riding Hood's mother[2] gave her[3] a basket[4] with some cake[5] inside and told her[6] to walk[7] through the forest[8] to the

other side[9] where her grandmother[10] lay sick[11] in bed[12].
TT: TT: Suatu hari[1], ibu[2] Little Red Riding Hood memberinya[3] sebuah keranjang[4] berisi kue[5] dan menyuruhnya[6] berjalan[7] melewati hutan[8] menuju sisi lain[9] tempat neneknya[10] terbaring[11] sakit di tempat tidur[12].
2. (Simple)
ST: ST: "Remember[13] not to talk[14] to strangers[15]!" Little Red Riding Hood's mother[16] said[17].
TT: TT: “Ingat[13], jangan berbicara[14] dengan orang asing[15]!” kata[17] ibu[16] Little Red Riding Hood.
3. (Simple)
ST: ST: On the way[18] to her grandmother's house[19], Little Red Riding Hood[20] met[21] the Big Bad Wolf[22].
TT: TT: Dalam perjalanan[18] ke rumah neneknya[19], Little Red Riding Hood[20] bertemu[21] dengan Serigala Jahat[22].
4. (Complex)
ST: ST: "Where are you going[23] little girl[24]?" he[25] asked[26] with his biggest smile[27].
TT: TT: “Ke mana kamu pergi[23], gadis kecil[24]?” tanyanya[26] sambil tersenyum lebar[27].
5. (Complex)
ST: ST: "To my grandmother's house[28] on the other side[29] of the forest[30]," said[31] Little Red Riding Hood[32] who[33] had forgotten[34] what[35] her mother[36] told[37] her[38].
TT: TT: “Ke rumah nenekku[28] di seberang hutan[29],” kata[31] Little Red Riding Hood[32] yang[33] telah lupa[34] dengan pesan[35] ibunya[36].
6. (Complex)
ST: ST: The wolf[39] took[40] a shortcut[41] and ran ahead[42] to Grandmother's house[43].
TT: TT: Serigala[39] mengambil[40] jalan pintas[41] dan berlari lebih dulu[42] ke rumah Nenek[43].
7. (Complex)
ST: ST: When he[44] got[45] there[46], he went[47] inside[48] and swallowed[49] Grandmother[50] whole[51]!
TT: TT: Ketika dia[44] tiba[45] di sana[46], dia masuk[47] dan menelan[49] Nenek[50] bulat-bulat[51]!
8. (Complex)
ST: ST: Then he[52] put on[53] her cap[54] and nightgown[55] and climbed[56] into her bed[57].
TT: TT: Lalu ia[52] mengenakan[53] topi[54] dan baju tidur[55] Nenek, lalu naik[56] ke tempat tidurnya[57].
9. (Simple)
ST: ST: When Little Red Riding Hood[58] got[59] there[60], she walked[61] right up to[62] the bed[63].
TT: TT: Ketika Little Red Riding Hood[58] tiba[59] di sana[60], ia berjalan[61] mendekati[62] tempat tidur[63].
10. (Simple)
ST: ST: "Grandmother[64]! What big ears[65] you[66] have[67]," she[68] said[69].
TT: TT: “Nenek[64]! Betapa besar telingamu[65],” katanya[69].
11. (Complex)
ST: ST: "All the better[70] to hear[71] you[72] with[73] my dear[74]," said[75] the wolf[76].
TT: TT: “Agar aku bisa mendengarmu[71] lebih baik[70], sayangku[74],” kata[75] serigala[76].
12. (Simple)
ST: ST: "And[77] what big eyes[78] you[79] have[80]," she[81] said[82].
TT: TT: “Dan[77] betapa besar matamu[78],” katanya[82].
13. (Simple)
ST: ST: "All the better[83] to see[84] you[85] with[86] my dear[87]," said[88] the wolf[89].
TT: TT: “Agar aku bisa melihatmu[84] lebih baik[83], sayangku[87],” kata[88] serigala[89].
14. (Simple)
ST: ST: "And[90] what big teeth[91] you[92] have[93]," said[94] Little Red Riding Hood[95].
TT: TT: “Dan[90] betapa besar gigimu[91],” kata[94] Little Red Riding Hood[95].
15. (Complex)
ST: ST: "All the better[96] to eat[97] you[98] with[99]!" said[100] the wolf[101] and he[102] jumped[103] out of bed[104] and started[105] chasing[106] Little Red Riding Hood[107].
TT: TT: “Agar aku bisa memakanmu[97] dengan lebih baik[96]!” kata[100] serigala[101], lalu melompat[103] dari tempat tidur[104] dan mulai[105] mengejar[106] Little Red Riding Hood[107].
16. (Complex)
ST: ST: A man[108] who[109] was chopping[110] wood[111] in the forest[112] heard[113] Little Red Riding Hood[114].
TT: TT: Seorang penebang kayu[108] yang[109] sedang menebang[110] pohon[111] di hutan[112] mendengar[113] suara Little Red Riding Hood[114].
17. (Simple)
ST: ST: He[115] came[116] inside[117] and hit[118] the wolf[119] over the head[120] with his axe[121].
TT: TT: Ia[115] masuk[116] ke dalam[117] dan memukul[118] kepala[120] serigala[119] dengan kapaknya[121].
18. (Complex)
ST: ST: The wolf[122] fell[123] to the ground[124], and Grandmother[125] popped out[126] of his mouth[127].
TT: TT: Serigala[122] jatuh[123] ke tanah[124], dan Nenek[125] keluar[126] dari mulutnya[127].
19. (Simple)
ST: ST: Then[128] the woodsman[129], Little Red Riding Hood[130], and Grandmother[131] all had[132] cake[133] and tea[134].
TT: TT: Lalu[128] penebang kayu[129], Little Red Riding Hood[130], dan Nenek[131] menikmati[132] kue[133] dan teh[134] bersama-sama.

Table 4 Translation Shift Type Frequency Display

Sentence	Level shift	Structure shift	Unit shift	Class shift	Intra shift	Total
1	1	1	0	0	0	2
2	0	1	0	0	0	1
3	0	0	1	0	0	1
4	1	1	0	0	0	2
5	1	1	0	0	0	2

6	1	0	0	0	0	1
7	0	1	0	0	0	1
8	0	1	0	1	0	2
9	0	1	0	0	0	1
10	1	0	0	0	0	1
11	1	1	0	0	0	2
12	1	0	0	0	0	1
13	1	0	0	0	0	1
14	1	1	0	0	0	2
15	0	1	0	1	0	2
16	0	1	0	0	0	1
17	1	0	0	0	0	1
18	0	1	0	0	0	1
19	1	0	0	1	0	2
Total	**11**	**12**	**1**	**3**	**0**	**27**

Discussion

Table 1 shows that there were 15 or 83.3% structure shifts and 3 or 16.7% unit shifts in project 1. Here, PBL helped the students to use dominant structure shifts in the translation of the vivid description of an object from English into Indonesian accurately, adequately, fluently, and coherently. In project 2, the students used 21 or 100% structure shifts which are presented in Table 2. They rearranged the linguistic units in project 2. It was the good way they kept the translation accuracy, adequacy, fluency, and coherence of the translations

The students used 1 or 7.14% level shift, 1 or 7.14% structure shift, 8 or 57.14% unit shifts, 3 or 21.42% class shifts, and 1 or 7.14% intra shift in project 3. They dominantly used unit shift and class shifts for the translation of the description of an object vividly. The aim of shift behavior pattern was to translation accuracy, adequacy, fluency, and coherence. The students used 11 or 40.74% level shifts, 12 or 44.44% structure shifts, 1 or 3.70% unit shift, and 3 or 11.11% class shifts in project 4 to maintain translation accuracy, adequacy, fluency, and coherence. They dominantly used structure shift and level shift to sustain the translation accuracy, adequacy, fluency, and coherence.

Conclusion

This research shows that Project-Based Learning could help students integrate knowledge and experience to use Indonesian linguistic codes to replace English linguistic codes in the translation of authentic English descriptive texts, found in online English textbooks for grade 10th students in Indonesia, into Indonesian. It shows that hey dominantly used structure shift type and unit shift types in that translation. They used them to keep the translation accuracy, adequacy, fluency, and coherence. English teachers are suggested to use shift types to keep translation accuracy, adequacy, fluency, and coherence in the translation of authentic English descriptive texts into Indonesian. Since this research used very limited research subjects and data, future researches are suggested to engage subjects and data for more reliable research results to shed indispensible pedagogical light to help English education students use Indonesian linguistic codes to replace English linguistic code to transfer meanings from English descriptive texts into Indonesian.

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