

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, researcher will use some theories for analyzing data. These theories are important to be involved in order to support the data analysis. Some theories that will be involved are about translation, translation procedures, types of transpositions, translation of movie subtitle, and *Raya and The Last Dragon* Movie itself.

A. Translation

1. The Definition of Translation

There are some definitions of translation based on the expert's opinion, as follows :

- a. According to Catford (1965) in his book entitled *Linguistic Theory of Translation*, translation is defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).
- b. An act of communication which attempts to relay, across cultural and linguistic boundaries, another act of communication (which may have been intended for different purposes and different readers/hearers) is definition of translation which stated by Basil Hatim and Ian Mason (1997).

- c. According to Peter Newmark (1988), translation is rendering the meaning of a text into another language in the way that the author intended the text.

2. History of translation

Translation act has been done years ago. In the early third millennium BC, the act of translation has been put under various domains such as art, craft, or science. Around 2100 B.C. the Babylon of Hammurabi's day was a polyglot city, and many people use translation as the official business of the empire. They translated edicts into various languages.

Days back then, translator has been labeled as a 'traitor', a 'predator', or even a 'cannibal', as well as a 'transformer', a 'bridge', or a 'deliverer', among other things. It is worth noting that the act of translation has never before in history been given the credit and legitimacy it has received in the final and first decades of the twentieth and twenty-first centuries, respectively. Here is a quick rundown of Western translation history.

a. The Roman translation in the Western world.

The Romans are thought to have been the first to begin the process of translation. The majority of Greek literature, ranging from philosophical to scientific and historical to spiritual in nature. Almost all the Greek socio-cultural and socio-political traditions have been

translated to the point that it is impossible to tell which is Greek and which is Roman.

Cicero and Horaces are the earliest theorists of translation. They are the originators of “Word for word” translation and “Sense for sense” translation. Cicero suggested a fine balance in the midst of “original text” and “target text”. He suggested to accept new words from source text with suitable meaning into target text.

b. The Bible Translations

The Bible translation made a significant contribution to the acceptability of vernacular expression in most parts of Europe. As a result of the Bible translations, a vernacular type of writing developed, resulting in the enrichment of all European languages.

The translations were also employed as a defense against the church's unrefined and vulgar dogmatic ideas of the time. The availability of vernacular translations of the scriptures in the rise of new nation governments made clergy malfeasance difficult, if not impossible. The first translator of the Bible, John Wycliffe, stressed the importance of comparing the grammatical structure and complex meaning of words in the source and target texts as two essential elements in the translation process. Translators in other languages have also embraced this comparison analysis as a basic guideline for translating any material. The translations were also employed as a defense against the church's unrefined and vulgar dogmatic ideas of

the time. The availability of vernacular translations of the scriptures in the rise of new nation governments made clergy malfeasance difficult, if not impossible. The first translator of the Bible, John Wycliffe, stressed the importance of comparing the grammatical structure and complex meaning of words in the source and target texts as two essential elements in the translation process. Translators in other languages have also embraced this comparison analysis as a basic guideline for translating any material.

c. The Renaissance Translations

The Renaissance period lasted from the 14th to the 17th centuries. For the first time in the history of European culture, notably socio-religious culture, the Renaissance gave birth to humanism. A number of examples of appropriation by English translations and translators are included in Mathieson's (1931) study. In his translations of Petrarch's sonnets, Earl of Survey demonstrates a remarkable lot of ingenuity. He went beyond a line-by-line or even word-by-word translation. He improved the sense of 'I' in his translations so that they have an instant impression on modern readers. As a result, during the Renaissance, translators tended to focus on the target text and reader-oriented translation rather than the source text-oriented translation.

d. Translations in Seventeenth Century

From the 14th century through the mid-seventeenth century, Europe was dominated by the Renaissance, which was zealous and

creative. Rationalism and inductive reasoning began to dominate English literature and literary criticism from the mid-seventeenth century forward. The concepts of mimicry and decorum were taken to the next level, and a systematic translation procedure was tried. Ovid's Epistles were translated into English by John Dryden. Dryden outlined a rudimentary philosophy of translation in the preface to Epistles (1680). He distinguished three translation methods: (1) meta-translation, (2) imitation, and (3) paraphrase. From the 14th century through the mid-seventeenth century, Europe was dominated by the Renaissance, which was zealous and creative. Rationalism and inductive reasoning began to dominate English literature and literary criticism from the mid-seventeenth century forward. The concepts of mimicry and decorum were taken to the next level, and a systematic translation procedure was tried. Ovid's Epistles were translated into English by John Dryden. Dryden outlined a rudimentary philosophy of translation in the preface to Epistles (1680). He distinguished three translation methods: (1) meta-translation, (2) imitation, and (3) paraphrase.

e. Translations in the 18th century

The methods of translation established by Dryden and Pope were also used in the 18th century. In his *Life of Pope* (1779-80), Dr. Samuel Johnson argued that a translator has the right to be read in his own words. As a result, Dr. Johnson defends Pope's translations by

claiming that they are tailored to his own time and country. As a result, Dr. Johnson added one additional question for the translator to consider as part of the translation process: 'for whom to translate?' In addition to 'what to translate?' and 'why to translate?,' the translator should now consider 'for whom to translate?' Large-scale translations of previously translated books became available around this period, in order to bring them up to date in terms of taste and language. As a result, the 18th century added a new dimension to translation theory: target readership-oriented translation and language appropriation based on taste and contemporary language.

Alexander Fraser Tyler published *The Principles of Translation* (1791) near the end of the eighteenth century, which was the first study of its sort in the English language. Tyler identified three essential principles of translation, along with numerous minor approaches and methods:

- 1) The original work's entire idea must be preserved in the translation.
- 2) The writing style and manner should be the same as the original.
- 3) The translation should be as simple as the original text.

Tyler did not recommend Dryden's concept of 'Para' because it, too, led to sloppy translations, according to him. In order to explain ambiguity, he suggested 'omissions' and 'additions' in the translation.

f. Translations in Romantic Age

The Romantic Age translators were able to offer the art of translation a new direction in the early nineteenth century. They were opposed to the Restoration Age's rationalism in the 17th century. Rather, they highlighted the importance of imagination. Coleridge contrasted between 'Fancy' and 'Imagination' in his *Biographia Literaria*. 'Imagination,' he believed, was the path to creation.

As a result, translation was regarded as a higher creative activity in terms of imagination. Shelley loved translation for its ideas and other literary features, as Webb (1976) shown from Shelley's writing. The Romantic Age's translators added a sense of . "Casting a violet into a crucible to discover the formal principle of its color and odor was as wise as attempting to transfuse from one poet's work into another's. The plant must sprout from its seed again, or it will not bear flowerers, and this is the curse of Babel's cure." (33, Shelly)

g. The Victorian Translations

According to Arnold, a translator must dissolve the original text in order to seamlessly move the target text reader to the source language text. This viewpoint appeared to be similar to that of the new classical school, yet the Victorians, unlike them, did not see translations as a means of enriching their own culture.

Around the same time, Henry Wordsworth Longfellow promoted a literal translation approach while discussing his own translation of

Dante's divine comedy. While translating poetry, the tall fellow placed a greater focus on rhyme. Longfellow believed that stylistic characteristics were distinct from the essence of the poem, which should be taken into account when translating poetry. Edward Fitzgerald, unlike Longfellow, believed that the spirit of the source text could be carried on to the target language work. Fitzgerald established that it was feasible to introduce a portion of, if not the complete spirit of the source book, into the culture and language of the target text as a living organism in his *Rubaiyat of Omar Khayyam* (1858). To argue for his preference for the target text as a live and appealing work, he used the example of "a live sparrow rather than a stuffed eagle." As a result, by the end of the nineteenth century, translation theory had begun to regard the translated text as an independent text rather than merely a parasite representing and supporting the source.

h. Twentieth Century Translations

The growth of language theory in general, and of appreciating a piece of art in particular, may be traced to the twentieth century. These linguistic and literary theories had an impact on translation in the twentieth century as well. It's worth noting that most of these linguistic ideas were formed independently of the literary stream's main lineages. These beliefs have a significant impact on how people connect with literary texts and how they think creatively. Later, the

impact of different ideas on the realm of literary translation may be recognized, such American structuralism and transformational theory based on Noam Chomsky's precept, among others. Some attempts to merge linguistic and literary conceptions of translation act were attempted in the 1980s. Language and literary works are now understood as being embedded in a speech community's cultural matrix. Thus, "each society will understand a message in terms of its own culture: the receptor audience will decode the translation in terms of its own culture and experience, not in terms of the author and audience of the original papers," is gaining traction. 436-37 (Larson).

Consequently, until the first part of the twentieth century, translators favored either literal translations or translations with some or maximal latitude. It was still deemed 'free' or 'poor' translation when translators took liberties while translating. By the second half of the twentieth century, however, the focus had shifted from literal or free translation to consensus and common sense as a middle ground. This method has begun to neglect not only the original text's meaning, but also its form. Consequently, until the first part of the twentieth century, translators favored either literal translations or translations with some or maximal latitude. It was still deemed 'free' or 'poor' translation when translators took liberties while translating. By the second half of the twentieth century, however, the focus had shifted from literal or free translation to consensus and common sense as a

middle ground. This method has begun to neglect not only the original text's meaning, but also its form.

B. Translation procedures

There are several explanation about translation procedures according to some theorists that will be explained below. The theorists which meant by researcher are Peter Newmark, Vinay and Dalbernet, and Rochayah Machali.

1. Peter Newmark

a. Transference

It is a process of transferring SL word to TL word. It is done because the translator cannot find the equivalent word from TL.

Example :

SL → Trident (Name of River)

TL → *Trident*

b. Naturalisation

It is transferring and adapting SL word into normal pronunciation and normal word-form of TL word.

Example :

SL → March and July

TL → *Maret dan Juli*

c. Cultural Equivalent

It is a form of translation procedure in which SL culture term is converted to a TL cultural term.

Example :

SL → Secondary school

TL → *Sekolah Menengah Pertama*

d. Functional Equivalent

When it comes to cultural terminology, it necessitates the usage of a non-cultural term. Occasionally, a new term is introduced. This is the most precise translation of a cultural term.

Example :

SL → Pickpocket (English)

TL → *Tukang copet* (Indonesian).

e. Descriptive Equivalent

Descriptive equivalent is translating SL word by giving explanation using TL sentence.

Example :

SL → Sandwich

TL → *Makanan yang biasanya terdiri dari sayuran, keju, atau daging yang diiris, diletakkan diatas atau diantara irisan roti.*

f. Synonymy

It is when translator cannot find literal meaning of word from SL to TL. Then, he should find the nearest TL equivalent to a SL word in a context.

Example :

SL → You are gorgeous

TL → *Kamu cantik*

g. Through-translation

It is used to translate abbreviation of organizations' names, common collocation, phrases. Normally, through-translations should only be utilized when the terms are already well-known.

Example :

SL → United Nations (UN)

TL → *Perserikatan Bangsa Bangsa (PBB)*

h. Shift or Transposition

Based on the Newmark's theory, there are four different types of transposition.

- 1) Changing from plural term into singular term. The examples below is stated by Charles Yohanes Finnolius in his thesis entitled *The Analysis of Translation Unit Shift in The Subtitle of "Glass" Movie*

Example I :

SL → **Balinese** people go to the exhibition.

TL → *Orang Bali* menonton pertunjukan itu (Margono, 1999: 15).

Example II :

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

TL → *Wisatawan* menaruh perhatian kepada pertunjukan itu (Margono, 1999.)

Based on the examples above, it is clearly shown that the English plural words are changed to singular in Indonesian.

- 2) According to Newmark, stated by Inayatul Maula in her thesis, when the TL does not have the same grammatical structure as the SL, the second type of transposition is used. In this case, the translator tries for various ways to convey the meaning of ST.

For example :

SL → Working as he did rather for the love of his art than for the acquirement of wealth. (Doyle, 1892: 213)

TL → *Ia mendasarkan pekerjaannya pada rasa cinta kepada seninya itu, bukannya pada ambisi untuk memperoleh kekayaan.* (Ismanto, et al., 2014: 147).

- 3) For the third type, Newmark (1988) defines it as "The one where literal translation is grammatically conceivable but may not comply with the normal usage in the TL".

Example :

SL → I would not miss it for anything (Doyle, 1892: 213).

TL → *Aku tak mau melewatkan apapun* (Ismanto, et al., 2014: 147).

- 4) The fourth type of transposition happens when the translator replaces a lexical gap with a grammatical structure. For the sake of clarification, here is one of the fascinating examples from Newmark's translation book.

SL: *Après sa sortie* (After discharge).

TL: *After he had gone out* (Newmark, 1988: 87).

We can see here that the TL's grammatical structure is being used to correct for or replace a lexical deficit in its linguistic system.. In short, transposition refers to the changes in grammatical categories that occur in translation. This procedure is often utilized by translators since it provides a wide range of options for avoiding the problem of untranslatability.

i. Modulation

It is a process of translation which the translation conveys the message from SL to TL by changing the point of view, from active to passive or otherwise.

Example :

SL → You didn't give me more than one.

TL → *Kamu hanya beri aku satu..*

j. Recognised Translation

When there is an official or widely acknowledged translation of an institutional term, the translator usually employs the known translation technique. This method works best when translating phrases whose translation is already known (Newmark, 1988: 89).

Example :

SL → More **x-rays** were ordered, and ultimately a CT scan was also done.

TL → *Diperintahkan untuk dilakukan lagi beberapa **foto Rontgen**, dan akhirnya dilakukan CT scan juga. (Desak Nyoman, 2016 : 10)*

k. Translation Label

This is a temporary translation, usually of a new institutional word, that should be written in inverted commas and then discreetly removed afterwards. It might be possible to do this by literal translation.

Example : 'heritage language', Erbschafisspracke, tangué dy heritage.

l. Compensation

When one portion of the meaning is lost, while another part is recompense, compensation arises.

Example :

SL → Piece of shit!

TL → *Sialan!*

m. Componential analysis

Based on Newmark's book, stated by I Gusti Ayu in her journal entitled *Componential Analysis of The Cultural Terms in The Bilingual Short Story Entitled Mati "Salah Pati" and Its Translation "The Wrong Kind of Death"* . Componential analysis is choosing word from TL which has similar meaning to SL. It is similar but has some difference in some aspect and it is also not one hundred percent equivalent.

Example :

SL → Ngaben

TL → *Cremation*

n. Reduction and Expansion

The process of shortening a concept by removing some aspects is known as reduction.

Example :

SL → People in the exhaustion stage are very prone to developing autoimmune diseases such as **Hashimoto's tyroiditis....**

TL → *Orang-orang dalam tahap kelelahan sangat mudah menderit*

*penyakit-penyakit yang berhubungan dengan kekebalan tubuh, seperti **radang kelenjar tiroid**.... (Desak Nyoman, 2016:11)*

On the other hand, expansion procedure refers to the case where the translator exceeds the number of words of the SL in translation.

Example :

SL → Side effects from Provera include blood clots, depression, nausea, insomnia, breast cancer, **fluid retention**, breast tenderness, as well as other symptoms.

TL → *Akibat samping dari Provera termasuk gumpalan darah, depresi, mual, kesulitan tidur, kanker payudara, **penyimpanan cairan tubuh**, payudara melunak, maupun gejala-gejala lainnya. (Desak Nyoman, 2016:11)*

o. Paraphrase

It is changing the way to deliver the SL sentence into TL sentence. Yet, it is still on point.

p. Couplets

Based on Newmark's book, couplets is combining two or more translation procedure. Couplets is the result of merging two translation techniques. Triplets is the result of combining three translation procedures. While combining four procedures is called quadruplets.

Example :

Trout fish (SL) is transferred into ikan Trout (TL). The source language in this case is English and the target language is Indonesian. There are two translation procedures which found in this case. Those are transference and descriptive equivalent. Ikan using descriptive equivalent, Trout using the transference.

q. Notes, addition, glosses

These are procedure when translator adding additional information within the subtitle.

SL : Debreen → The city of Debreen, in West Hungary

TL : *Debreen* → *Kota Debreen, di Sebelah Barat Hungary*

r. Literal Translation

Literal translation is the basic translation procedure where the source language grammatical construction was redirected into the target language grammatical construction which is closest but the lexical word is still translated singly.

Example :

SL → I like you

TL → *Aku suka kamu*

2. Vinay and Darbelnet

Borrowing, calque, literal, transposition, modulation, equivalence, adaptation are the seven procedures described by Vinay and Darbelnet.

If literal translation was not possible, they believed the translator would have to resort to what they called oblique translation. Oblique translation is another word for free translation, in which the translator uses his or her discretion to achieve equivalency. This could result in “shift”, as Catford describes them. Because of structural and metalinguistic parallelisms between languages, it is frequently possible to bridge gaps between the SL and the TL through piecemeal transposition of the SL message into the TL. When a gap in the target language is detected, the translator can use either a parallel category or a parallel idea to express the meaning of source text. This can be done using one of the following translation procedures :

a. Borrowing

Borrowing is a translation procedure in which the same word, phrase or expression from the source language is used in the target language without being translated. Italics are used to write borrowed words, phrases, or expressions.

Example :

SL → No **monster**.

TL → *Tidak ada monster*.

b. Calque

It is a translation procedure of literal translation in which an utterance in the SL is translated word-by-word into TL. The TL is translated using the structure of the SL.

Example :

SL → Normal school

TL → *Sekolah normal*

c. Literal translation

Literal translation is a procedure of translating straight from the source language to target language, word by word, in a grammatically and idiomatically appropriate.

Example :

SL → “Hey, you!” he said. “I know you.”

TL → “*Hey, kamu!*” katanya. “*Aku kenal kamu.*”

d. Transposition

It is a procedure in which one word class is replaced with another without affecting the message.

Example :

SL → I got water skills that **kill**

TL → *Keterampilan airku **memukau***

e. Modulation

Modulation is a change in the message’s shape caused by a shift in the point of view. This alteration can be justified when a

literal, or even transposed, translation produces a grammatically correct sentence but is deemed inappropriate, unidiomatic, or awkward in the target language.

Example :

SL → I cut my finger.

TL → *Jariku tersayat*

f. Equivalent

We have often stated that two texts can depict the same issue using radically different stylistic and structural strategies. We are dealing with a procedure that generates equivalent texts in this procedure. Proverbs, in general, are excellent example of equivalences.

Example :

SL → Killing two birds with one stone

TL → *Menyelam sambil minum air*

g. Adaptation

When the type of situation referred to by the SL is unfamiliar to the TL culture, adaptation is used. In such circumstances, translators are confronted with a new situation that can be regarded as equivalent. Adaptation can be described as a special kind of equivalence, a situational equivalence.

Example :

SL → as white as snow

TL → *seputih kapas*

3. Rochayah Machali

There are 5 translation procedures which is stated by Rochayah Machali. Those are transposition, modulation, adaptation, contextual equivalent, and note-fitting equivalence.

a. Transposition

It is a procedure which involving grammatical change from source language into target language. There are 4 kinds of transposition :

- 1) This is so-called obligatory transposition. It is a must for a translator to occupy this type of transposition when conduct a translation from Indonesian language into English and vice versa.

The following cases are the common phenomena of obligatory transposition:

- a) English plural nouns become singular in Indonesian.

Example :

SL → A pair of gloves

TL → *Sebuah sarung tangan*

- b) Adjective repetition in Indonesian which represents an implicit variation of adjective is translated by pluralizing the noun.

For instance:

SL → Anak Indonesia ramah-ramah.

TL → Indonesian children are friendly.

- c) “Adjective + noun” becomes “noun + adjective”.

Example :

- SL → Handsome man

TL → *Pria (yang) tampan*

- SL → Confusing game

TL → *Permainan yang membingungkan*

- SL → A frigid bamboo forest

TL → *Hutan bambu dingin*

- 2) It is one kind of transposition concerning about grammatical structure. It is performed if there is no equivalent grammatical structure of SL in TL.

- a) Object which is placed in front of the sentence is not available in English sentence, except in passive voice or any special cases. Therefore, it is transposed into the ordinary sentence. For Example :

SL → Baju itu harus kita beli.

TL → We must buy the shirt.

- b) It is uncommon to find an adjective placed in front of an English sentence, except in an imperative. So that, its equivalence should be the usual sentence.

For example :

SL → telah diresmikan pembangunannya.

TL → its establishing has been legitimated.

- 3) It is the type of transposition which occurs as the literal translation of SL is available. However, its equivalence sounds unnatural and rigid.

The following are examples of these phenomena :

- a) Noun/noun phrase in English SL becomes verb in TL.

It can be seen as in:

SL → ...to train intellectual men **for the pursuits** of an intellectual life.

TL → *untuk melatih para intelektual **untuk mengejar kehidupan intelektual.***

- b) “Adjective + noun” in English becomes “noun + noun” in Indonesian.

Example :

Adjective + noun	noun + noun
Engineering technique	Teknik (pe)rekayasa(an)
Medical student	Mahasiswa kedokteran

- c) Reduced clause (underlined) from SL is expressed wholly and explicitly in the TL.

For example :

SL → The verdict **signed** by the judge is valid.

TL → Keputusan yang ditandatangani oleh hakim telah sah.

- d) Noun phrase whose adjective is formed from (in)transitive is translated into 'noun + clause'.

For example :

Adjective + noun

noun + clause

Lending bank

Bank yang memberikan pinjaman

Thinking person

Orang yang berpikir

- e) Class-shifts (Catford's word for this type of transposition)

(1) Noun → verb

SL → I disavow any **knowledge** of their presence.

TL → Saya menyangkal **mengetahui** apapun tentang keberadaan mereka.

(2) Adjective ➔ verb

SL → The neighbors were **hostile** to the new family.

TL → Para tetangga itu **memusuhi** keluarga baru tersebut.

(3) Noun ➔ verb

SL → It was **an arduous climb up** the mountain.

TL → **Sungguh sukar mendaki** gunung itu.

- 4) Transposition type 4 may be completed in order to fulfil a lexical gap by using grammatical structure (it includes such lexicon as –pun, –lah in Indonesian).

The following examples may be of the representation:

- a) A textual tool which signs a focus point in SL is uttered by using grammatical construction for the TL, as in:

SL → Keputusan inilah yang diacu.

TL → It is this decision which is referred to (not anything else).

It is what Catford considers as unit-shifts. They may be: word becomes clause; phrase becomes clause; and so forth. For instance:

ST	TT
Adept	<i>Sangat terampil</i>
Amenity	<i>Sikap ramah tamah, tata karma, sopan santun</i>
Deliberate	<i>Dengan sengaja, tenang, dan berhati-hati.</i>
Interchangeability	<i>Keadaan dapat saling dipertukarkan</i>

b. Modulation

Modulation is the process of altering the form of a text by adding a semantic shift or a new point of view.

Modulation concept which is used here is based on Newmark's theory. Example :

SL → Laporan itu akan saya sampaikan besok pagi

TL → I will submit the report tomorrow morning

c. Adaptation

The procedure to create a cultural equivalent between two distinct situation is known as adaptation. Adaptation is required for several cultural expressions whose concepts are not the same in SL and TL. For example, in English, the formal greeting *Dear sir* in

the introduction of a letter is translated as *Dengan hormat, not Tuan yang terhormat.*

d. Contextual conditioning

It is placing information in context, so its meaning is clear to the recipient of the information. Example :

SL → Mustang was the fastest in the race

TL → *Kuda mustang itu adalah yang tercepat dalam pacuan tersebut*

e. Fitting-note

If there is no equivalent word in TL, the translator can use fitting-note. For example :

SL → Doodgeridoo is a traditional musical instrument used by the aborigines.

TL → *Doodgeridoo adalah alat musik tradisional yang digunakan oleh orang aborigin.*

(Catatan : Doodgeridoo adalah alat musik yang bentuknya seperti seruling panjang, dengan ujung yang melengkung, dan mengeluarkan bunyi seperti sirine kapal laut yang akan berangkat, dan sebagainya.)

C. Types of transposition according Rochayah Machali

A lot of translation procedures have been mentioned above. Yet, the researcher will do a research about transposition only due to its complexity and the high existency in some previous studies. The

following theories below are explanation about transposition based on the Rochayah Machali's opinion.

1. Transposition Type 1

This is so-called obligatory transposition. It is a must for a translator to occupy this type of transposition when conduct a translation from Indonesian language into English and vice versa. The following cases are the common phenomena of obligatory transposition:

- a. English plural nouns become singular in Indonesian.

Example :

ST → A pair of gloves

TT → Sebuah sarung tangan

- b. Adjective repetition in Indonesian which represents an implicit variation of adjective is translated by pluralizing the noun.

For instance:

ST → Anak Indonesia ramah-ramah.

TT → Indonesian children are friendly.

c. “Adjective + noun” becomes “noun + adjective”.

ST	TT
Handsome man	Pria (yang) tampan
Confusing game	Permainan yang membingungkan
A frigid bamboo forest	Hutan bambu dingin

However, if a noun contains many adjectives, it is translated from the adjective closest to the head noun, for example :

ST :

Two Splendid Ancient electric Trains

(1) (2) (3) (4)

{ 1, 2, 3 are adjectives, 4 is the noun }

TT :

Dua buah kereta api Listrik kuno Yang bagus sekali

(4) (3) (2) (1)

2. Transposition Type 2

It is one kind of transposition concerning about grammatical structure. It is performed if there is no equivalent grammatical structure of SL in TL. Below are the examples:

- a. Object which is placed in front of the sentence is not available in English sentence, except in passive voice or any special cases. Therefore, it is transposed into the ordinary sentence.

For Example :

SL → Baju itu harus kita beli.

TL → We must buy the shirt.

- b. It is uncommon to find an adjective placed in front of an English sentence, except in an imperative. So that, its equivalence should be the usual sentence.

For example:

- SL → berbeda pengertiannya.

TL → the notion differs.

- SL → telah diresmikan pembangunannya.

TL → its establishing has been legitimated.

3. Transposition Type 3

It is the type of transposition which occurs as the literal translation of SL is available. However, its equivalence sounds unnatural and rigid. The following are examples of these phenomena :

- a. Noun/noun phrase in English SL becomes verb in TL. It can be seen as in:

SL → ...to train intellectual men **for the pursuits** of an intellectual life.

TL → *untuk melatih para intelektual untuk mengejar kehidupan intelektual.*

- b. “Adjective + noun” in English becomes “noun + noun” in Indonesian. For instances:

Adjective + noun	Noun + noun
Engineering technique	Teknik (pe)rekayasa(an)
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- c. Reduced clause (underlined) from SL is expressed wholly and explicitly in the TL.

For example:

SL → The verdict **signed** by the judge is valid.

TL → Keputusan yang ditandatangani oleh hakim telah sah.

- d. Noun phrase whose adjective is formed from (in)transitive is translated into ‘noun + clause’

For example:

Adjective + noun	Noun + clause
Lending bank	Bank yang memberikan pinjaman
Thinking person	Orang yang berpikir

e. Class-shifts (Catford's word for this type of transposition)

(1) Noun → verb

ST → I disavow any **knowledge** of their presence.

TT → Saya menyangkal **mengetahui** apapun tentang keberadaan mereka.

(2) Adjective → verb

SL → The neighbors were **hostile** to the new family.

TL → Para tetangga itu **memusuhi** keluarga baru tersebut.

(3) Noun → verb

SL → It was **an arduous climb up** the mountain.

TL → **Sungguh sukar mendaki** gunung itu.

4. Transposition Type 4

Transposition may be completed in order to fulfil a lexical gap by using grammatical structure (it includes such lexicon as –pun, –lah in Indonesian). The following examples may be of the representation:

- a) A textual tool which signs a focus point in SL is uttered by using grammatical construction for the TL, as in:

SL → Keputusan inilah yang diacu.

TL → It is this decision which is referred to (not anything else).

- b) It is what Catford considers as unit-shifts. They may be: word becomes clause; phrase becomes clause; and so forth. For instance:

SL	TL
Adept	<i>Sangat terampil</i>
Amenity	<i>Sikap ramah tamah, tata karma, sopan santun</i>
Deliberate	<i>Dengan sengaja, tenang, dan berhati-hati.</i>
Interchangeability	<i>Keadaan dapat saling dipertukarkan</i>

D. Translation of Movie Subtitle

In Jorge's book (2009), it is stated that years ago, in twentieth century, the new film medium transcended all national and cultural borders. But then, it hooks a new problem because only small percentage of people in the world that understand English. For this reason, the people who work in film industry try to find appropriate way to solve this matter. Finally, two brilliant ideas emerged to overcome the limited understanding of English by using subtitles or dubbing.

Subtitling is presenting horizontally a written text of spoken dialogue on the lower part of screen. In some language such as Japanese, subtitle appeared vertically on the right side of screen. There are three main components of subtitling called spoken word, the image, and the subtitles. These components should run synchronically in order to make viewers be able to understand the movie.

According to Khoiru Ummatin's journal (2015), dubbing is the process of substituting the original voice in a film with the voice of the target language while maintaining the content of the movie.

E. Raya and The Last Dragon Movie

Raya and the Last dragon is a movie that is inspired from southeast culture such as Indonesia, Thailand, Kamboja, Laos, Vietnam, Malaysia, Myanmar, Filipina. Until August 2021, this film had received \$122 million around the world and got positive feedbacks.

Raya and the Last Dragon is a story about Kumandra, a peaceful land which attacked by Druun, evil spirit who could change human and dragon into stone. The dragons were trying so hard to defeat the Druun, but the battle did not go smoothly. Most of the dragons were defeated by Druuns and turned into stone. Only Sisudatu, the last dragon left behind who could be the last and only hope to save Kumandra. She concentrated all of her magic powers into a gem. Fortunately, she succeed to drove away the Druun and turned back human from stone, except the dragons.

After the terrific battle, Sisudatu was lost and only left the Gem. In brief, human fought over the dragon's gem until it was split up into five. Each tribe brought a piece. Raya had a mission to brought back Kumandra and all of the gems became one. So, she travelled around world. She even met Sisudatu, The Last Dragon. In the end, Raya succeed her mission and the story ended happily.

Researcher chooses "*Raya and the Last Dragon*" Movie as the subject of the research because it consists all variants of transposition technique. So that, it will help researcher to make a research about it.

F. Previous study

There are several previous studies which concern about transposition or translation shift. First, a study that was written by Irma Suryani (2018) entitled "The Analysis Of Translation Shift In Harry Potter And The Chamber Of Secret Novel And Its Translation". It was analyzing all of the translation shift which was found in Indonesian version of Harry Potter Novel. The result of this previous study shows that there were 843 cases of shift which was found. Intra system shift was the dominant shift applied by translator in this translation. There were 476 cases or 56% of total shifts found. While level shift was the least found in the translation. There were 47 or 6% cases of all shift.

Gusti Ayu Oka Cahya Dewi and I Nengah Sudipa (2017) discussed similar thing in their journal entitled "Transposition In Garuda Magazine's: English-Indonesian Translation". Their journal was discussing about translation procedures that were found in Garuda's magazine. There were 4 translation procedures in this study. Those were transposition, modulation, borrowing, and literal translation. The result showed that transposition procedure was mostly applied in the magazine.

The next is a study written by Herdani Kantiastuti (2014) entitled "An Analysis Of Category Shifts In The English-Bahasa Indonesia

Breaking Dawn Movie Texts”. Her research intended to describe the category shifts that occurred in the Breaking Dawn movie. It also aimed to describe the reasons for using of those category shifts and to describe the influences of those category shifts on transferring the messages of the source language. The findings of the study show that there were four types of category shifts that were occurred in the subtitling text of the Breaking Dawn movie. They were structure shift, class shift, unit shift and intra-system shift. The structure shift had the highest frequency. It was 79 cases or 50.7 %. It was happened because the grammatical systems between the source language and the target language were different.

The gaps between this research and the previous studies are the object of the research and the theorist. Both Irma Suryani and Herdani Kantiastuti were using translation theory of Catford. Gusti Ayu Oka Cahya Dewi was using theory from Vinay and Darbelnet. While the researcher in this study is using theory from Rochayah Machali. Object research of Herdani was movie. Irma Suyani took novel as her object research and Gusti Ayu took magazine. While researcher in this study uses movie as well as Herdani Kantiastuti.