



**WORD, ABOVE WORD, AND GRAMMATICAL  
EQUIVALENCE IN THE SUBTITLE OF *TROY***

**A FINAL PROJECT**

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by

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## ABSTRACT

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Translation is an activity of changing the language from one language (source language) into another one (target language), by giving the closest equivalent, without changing the meaning. In translation, various problems arise due to it involves more than one language with different characteristic and cultures. It is why there are many strategies used by the translators to overcome the problems.

This final project mainly aims at finding the strategies used by the translator in translating transcript of TROY movie from English into Indonesia based on the classification of word, above word and grammatical level equivalence. This study was conducted under the consideration offered by Mona Baker in her book *In Other Words* than in translating source text (in this case English) to target language (Indonesia) we can use some strategies to get the closest equivalent words so that the natural and acceptable translation can be achieved.

This final project was a qualitative study, which presents an analysis on how English text in movie transcript was translated into Indonesia. Observation and document methods are used in collecting the data. The document method is employed as the data are in the form of printed text: English- Indonesia of movie transcript. The observation involves several steps namely observing, identifying, classifying and evaluating. The data were analyzed descriptively.

The finding of the analysis are as follows: In the word level equivalence, the strategies used by the translator are: using more neutral/ less expressive word, using more general word, using more specific word, using loan word , paraphrasing using related word, paraphrasing using unrelated word and omission. In above word level equivalence, the strategies used by the translator are: in collocation, the translator only used strategy similar meaning similar form but in idiom the translator used similar meaning form and similar meaning different form. In grammatical level equivalence, the problem of equivalence can be found in the categories of number, person, tense and aspect and voice. There is no grammatical category of gender in this analysis. In the category of number, the strategies used are omitting the relevant information on number (plural into singular, plural into plural by reduplicating the noun) and encoding the information lexically. In the category of person, the strategy used is using the dimension of formality and familiarity. In the grammatical category of tense and aspect is changing the tense from present tense into future tense and in the

grammatical category of voice, the strategy used changing the voice from active into passive and from passive into active.

Suggestions that were drawn from this study are to produce a good and natural translation; translators should constantly make choices in each words, sentences or translation unit, so as to decide the most suitable strategies that can overcome problems and difficulties of translation, especially problems of non-equivalence in the level of word, above word and grammatical. For students and teachers, to develop our ability in translating, every bilingual or multilingual text such as transcript of TROY movie can be used as the material of translation.



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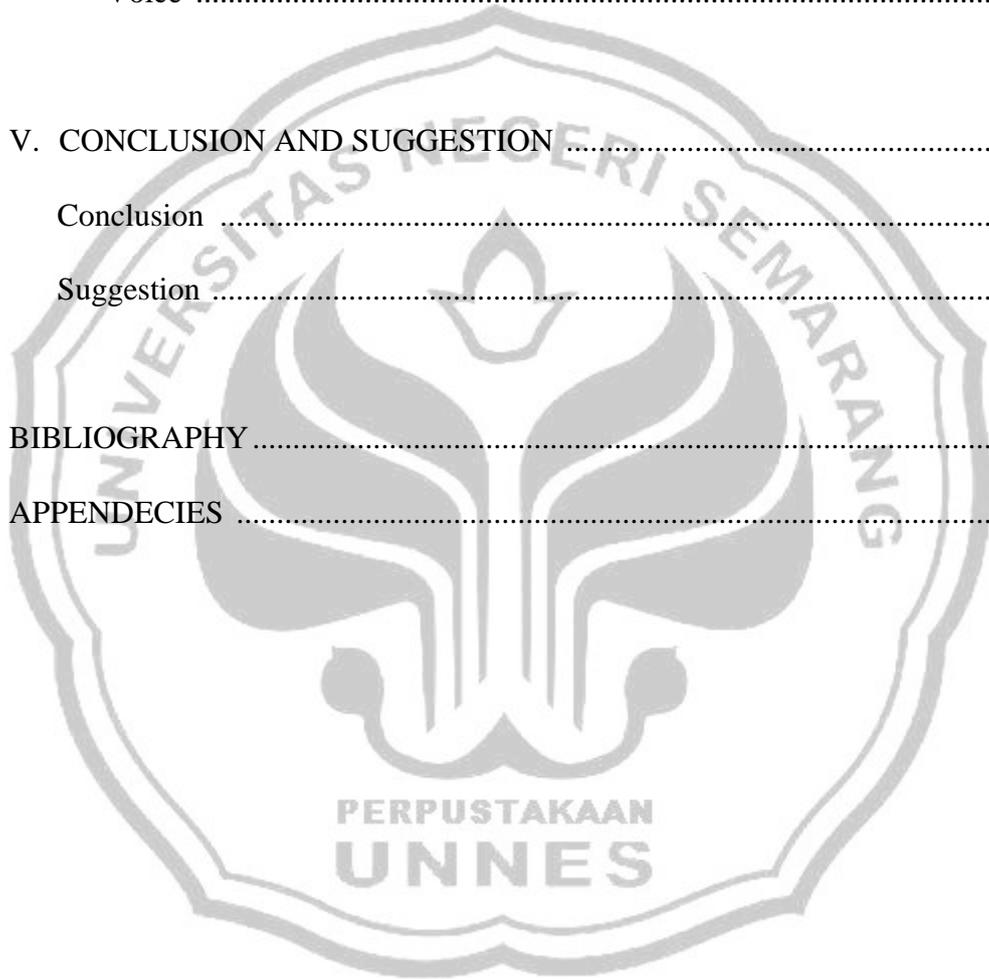
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# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Living in modern academic atmosphere as well as in globalization world, English becomes the most usable and inevitable language in bridging the interests of people all around the world in their own respective. The rapid development of English speaking countries has forced the other countries to use English as the facilitator in enjoying the privileges of knowledge, information and even the entertainment they already have.

The problem is that not all people in the world can understand English and use it in terms of speaking, reading, writing or listening. In order to overcome this problem, translation is needed. Translators play a very important role in helping people to understand the language that they do not master. In this case I want to take a closer look into the translation of motion pictures. When people watch movies, it is quite impossible for them to enjoy the movies without understanding the dialogue. I am interested in the strategy used by the translators in making use of the limited space on the screen but still they make effective and understandable translation.

Catford in *A Linguistics Theory of Translation* says, "Translation is an activity of enormous importance in the modern world and it is a subject of interest not only to linguist, professional and amateur translators and language teachers, but also to electronic engineers and mathematicians." In the vision of an expert like Catford,

the necessity of studying the theory and application of translation is the responsibility of academicians across disciplines including language teachers.

Translation is converting one language (SL) to another (TL) so that the TL could convey the intended message in SL and encodes his understanding of the TL form.

Translation is a process of replacement of messages in source language (SL) by its equivalent in target language (TL). Meaning that the most important thing in translation is that the TL has the closest natural equivalence with SL. Nida and Taber also said that translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in term of meaning and secondly in term of style (1969:12).

Baker (1992) has defined five types of equivalence namely equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence. In this final project, I try to describe the subtitling at word level, above word level and grammatical equivalence.

The script and the dialogue in *Troy* was written by David Benioff. The epic was well played on the screen in 160 minutes. There are 159 pages of script. Indeed, it is a long movie as well as long script. The story of Trojan horse has been being a legend since thousand years ago. The dialogue is strong and touching with the color of Greek cultures and customs. The language used in this film is not old English but modern English.

The ultimate purpose of my study is that I need to reveal the strategy used by the film translators in creating an effective subtitling in a grand movie like *Troy*. There are some meanings which should be carried out to the Indonesian viewers

with several adaptations at word level, above word level and grammatical equivalence. For teachers, this kind of translation will inspire them to find the most effective way, when they want to translate their spoken utterance on their students.

## **1.2. Reason for Choosing the Topic**

This study is related to translation and equivalence in transcript of troy movie. Several reasons has became the writer's point of considerations in choosing this topic:

- (1) Translation has been the concern of academicians from several disciplines. Translation is more than just ability in speak in the target language and understand it. A translator has to know and understand the language not just semantically and grammatically, but also the culture of several disciplines where the language is used.
- (2) Translation has helped people to understand knowledge, information, and even entertainment. Analyzing the transcript of troy movie is provided with the expectation people who do not know the English are able to understand how to translate the text correctly and properly.
- (3) Translation in movie's subtitle is unique because of the limited space on the screen. The problem of translation is very complicated, from the level of finding the most equivalent in word level until the problem of cultural. The movie's translator has to know the suitable strategies how to translate

the language naturally in the limited space on the screen, therefore the message can be understood correctly.

### **1.3. Statements of the Problem**

There is a problem which described in this study:

What are the common strategies used by the translator in translating the dialogue in Troy movie based on the classification of word, above word and grammatical level equivalence?

### **1.4. Objectives of the Study**

The purpose of the study is:

To describe the strategies used by the translator in translating the dialogue in Troy movie based on the classification of word, above word and grammatical level equivalence?

### **1.5. Significance of the Study**

At least there are two points will be derived from this study:

#### **(1) The Translator**

Theoretically, the study will provide a scholastic review of the movie subtitle translation. It will be beneficial for translator to make sure that the translator is conducted with care and to focus on the transfer of message by looking of lexical, grammatical, morphological and cultural aspects of English and Indonesian language. Therefore, translator also will know whether his translation is equivalent with the target language or not, and whether it is acceptable in target language or not.

(2) The teachers and students of the English Department

Practically, the study expectedly will improve the translating ability of English teachers especially in translating spoken utterances. The students of the English Department get the subject of translation in the sixth semester, so that they can study anything about how to be good translator. By analyzing the strategies of bilingual text such as the transcript of troy movie, they will have some awareness about it, so that they can apply it to develop their ability in translating language when they graduate and become teachers.

#### **1.6. Outline of the Study**

This final project consists of five chapters. Chapter I consists of Introduction, brings the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, outline of the study. Chapter II consists of review of the related literature, describes the definition of translation, types of translation, process of translation, translation equivalence and translation strategies. The third chapter is method of investigation which is divided into: research design, sources of the data, procedure of collecting data and method of data analysis. Chapter IV formulates the translation strategy on world level, the translation strategy on above world level, and the translation strategy on grammatical equivalence. The conclusion will be in chapter V.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Definition of Translation

There are a number of definition made by many experts about translation. One may give a definition on transforming forms of language from one language into another. Others may give a definition by emphasizing translation as transferring meaning from the source language into the target language, or even on the basis of their point of view that regards translation as a process of transferring culture. To posses a clear explanation about translation, the following are some definition given by some experts.

Larson in *Meaning Based Translation : A Guide to Across-cultural Equivalence*, stated :

Translation consists of transferring the meaning of the Source Language into the Target Language. This done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. Only the form changes. (1984 : 3).

Here, Larson stresses that translation as a transfer of meaning from the source language to the target language would never changes the meaning although the form changes.

Nida and Taber as cited by Suryawinata (1989 : 11) state

Translation consists of reproducing the message into the receptor language, the closest natural equivalent of the source message, first in terms of meaning and secondly in terms of style.

Based on this opinion, Nida and Taber give us a cue that it is worth doing for translator to translate language by making some adaptations grammatically and lexically if it is possible and does not create a difficulty to understand. But the more important thing is to find the equivalence which has a precise meaning instead of preserving the form of expression which is far from the real intent. Meaning is at the first proportion since it is the content of the message to be conveyed, while style is at the second proportion.

Different definition is given by Frishberg (1990), he notes that in a narrow and technical usage, translation refers to the process of changing a written message from one language to another. While Newmark (1988) states that translation is rendering the meaning of a text into another language in the way that the author intended and or statement in one language by the same message and/or in another language”.

From those definitions above, the writer comes to a conclusion that translation is an activity of changing the language from one language source language to another language target language, by giving the closest equivalent, without changing the meaning.

## **2.2 Types of Translation**

Catford as supported by Soegeng (1991) give three types of translation; they are word for word translation, literal translation and free translation.

### 2.2.1 Free Translation

Free translation is an unbounded method in translating a source language of material. There is no special rule to do this activity. The translator tends to focus on the message conveyed in the source language text, then translate it into the target language by his/her own words which commonly used in the target language. The translator may add or omit some words if necessary.

### 2.2.2 Literal Translation

Literal, Soegeng (1973:54) called it as structural translation, divides a source material into a group-group or clause to clause translation. It keeps the basic meaning, but makes changes in conformity with target language grammar (e.g. inserting additional words changing structures at any rank, etc).

### 2.2.3 Word-for-word Translation

Word for word translation translates every word in the source language text into target language text in the same form of grammar and word arrangement. The result often makes confusion to the readers because each language has its own system.

For example:

He will come here soon: *Dia akan datang ke sini segera.*

## 2.3 Process of Translation

Translation process is a series of activities in which a translator uses his / her knowledge, skill and ability to transfer messages from SL into TL. According to Newmark (1988 : 19), the process of translating begins with choosing a method

of approach. Secondly when we are translating, we translate with four levels more or less consciously in mind : (1) The SL text level; (2) The referential level; (3) The cohesive level; and (4) the naturalness level. Finally there is the revision procedure, which may be concentrated or staggered according to the situation. This procedure constitutes at least half of the complete process.

While Nida and Taber (1969 : 33) divide the process of translation into three phases : 1) analysis of message in the SL, 2) transfer, 3) reconstruction of the transferred message in the TL.

The analysis phase is the process in which grammatical relationship and the meaning of the word(s) or word combination are analyzed. In the transfer phase, the already analyzed materials in phase 1 are transferred in the translator's mind from SL to TL. The reconstruction phase is the phase where the translator rewrites or re-expresses the materials in such away that the translation product is readable and acceptable in terms of rules and styles in the TL.

#### **2.4 Translation Equivalence**

Catford (1965 : 21) notes that “the central problem of translation practice is that finding TL translation equivalence. A central task of translation theory is that of defining the nature and conditions of translation equivalence”.

Equivalence is the most appropriate meaning or source language in the target language. Bell (1991 : 70) defined the term equivalence as the replacement of a stretch of a source language (particularly idioms, clichés, proverbs, greeting, etc) and the like by it functional equivalent.

Mona Baker (1989:37) in her book *In another Words : a Course Book on Translation* acknowledges that equivalence can usually be obtained to some extent, but is influenced by variety of linguistic and cultural factors and is therefore always relative. She outlines five types of translation equivalence; they are equivalence at word level, Equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence. Baker's concept of translation equivalence is discussed more elaborately in this final project which is focused on the strategies used by the translator based on the classification word, above word and grammatical level equivalence.

#### **2.4.1 Equivalence at word level**

Adopting the building-blocks approach, in translating the first consideration is if the equivalence at word level because a translator starts analyzing and exploring the meaning of words as single units in the source languages. Bollinger and Sears as quoted by Baker defined word as "the smallest unit of language that can be used by itself".

One word may contain several elements of meaning in it. For example a word such as *rewrite*; there are two distinct elements of meaning in it: *re* and *write*, i.e. 'to write again'. There is no one-to-one correspondence between orthographic words elements of meaning within or across languages. For instance, *bawang putih* in Indonesia is written in one word *garlic* in English; and *semangka* in Indonesia is written in two words *water melon* in English.

To differentiate the elements of meaning in words, the term morpheme is introduced to describe the minimal formal element of meaning in language. A word such as 'unbelievable' consists of three morphemes: un, meaning 'not', believe meaning 'trust in something', and able meaning 'able to be'. Then it can be paraphrased as 'cannot be believed'.

Word also has a lexical meaning, Baker said that "The lexical meaning of a word or lexical unit may be thought of as the specific value it has in a particular linguistic system and the 'personality' it acquires through usage within that system". In her quotation from Cruse (1976:63), she distinguishes four main types of meaning in words and utterances : proportional meaning, expressive meaning, presupposed meaning and evoked meaning.

The following are some common types of non-equivalence at word level :

- a. Culture-specific concepts
- b. The source language concepts is not lexicalized in the target language.
- c. The source language word is semantically complex.
- d. The source and target languages make different distinctions in meaning.
- e. The target language lacks a super ordinate.
- f. The target language lacks a specific term (hyponym)
- g. Differences in physical or interpersonal perspective
- h. Differences in expressive meaning.
- i. Differences in form
- j. Differences in frequency and purpose of specific forms
- k. The use of loan words in the source text

## 2.4.2 Equivalence above word level

Besides having individual meaning, words, almost always occur in the company of others words to construct meaning. Because of the differences lexical patterning or source language and target language, translator usually find difficulties in translating. Lexical patterning deals with collocation and idiom and fix expression.

### 2.4.2.1 Collocation

Baker 1992:14 defines collocation as ‘semantically arbitrary restrictions which do not follow logically from the propositional meaning of a word’. Then Baker added that collocation is ‘the tendency of certain words to co-occur regularly in a given language’ 1992:47

In English, people typically pay a visit, less typically make a visit, and are likely to perform a visit Baker, 1992. Sometime we might think that words as synonyms or near-synonyms will often have quite different sets of collocate. English speakers say break the rule but not break the regulations, they talk of wasting time but not squandering time.

### 2.4.2.2 Idiom

As Baker said, ‘Translation is an exacting art. Idiom more than any other feature of language demands that translator be not only accurate but highly sensitive to the rhetorical nuances of the language’ 1992:71. Unlike collocation which are allow several variations in forms, idioms and fix expressions allow no variation under normal circumstances. For example, fix expression such as *al the*

*best, as a matter of fact, and Ladies and Gentlemen*, allow little or no variation in form.

### **2.4.3 Grammatical Equivalence**

Baker defines grammar as ‘the set of rules which determines the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made regularly explicit in the utterance’ (1992 : 83).

Grammatical structures are different across languages. It is why the translator encounters difficulties in finding the direct equivalent in target language. This lacks of grammatical categories of ten result in some change in the information in the target language; adding or omitting information. Baker focuses on five grammatical categories in which the translators often encounters problems, they are number, gender, person, tense and aspect, and voice.

### **2.4.4 Textual Equivalence**

Brown and Yule (1983 : 6) as cited by Baker defined text as ‘the verbal record of a communicative event’ it is an instance of language in use rather than languages an abstract system of meanings and relations’. Text is main body of books as distinct from notes. The translator focuses on analyzing and exploring a source text in a purpose of concerning to reveal a target text, which equal in value. Textual equivalence refers to the equivalence between the source text and the target text emphasizing the information and cohesion.

## 2.4.5 Pragmatic Equivalence

Pragmatic equivalence looks at how texts are used in communicating situations that involve variables such as writers, reader, and cultural context. Pragmatics is the study of language in use. It is a study dealing with matters from a practical point of view. It is the study of meaning, not as generated by the linguistic system but as conveyed and manipulated by participants in a communicative situation.

### 2.5.1 Strategies In Word Level Equivalence

#### 2.5.1.1 Translation by more general word (Superordinate)

This strategy is very common to the translator for dealing with many types of non-equivalence. Because of the hierarchical structure of semantic fields if nor language specific, it works equally well in most.

For example :

- Source Text (English) : **Shampoo** the hair with a mild WELLA-SHAMPOO and lightly towel dry.
- Target Text (Spanish) : **Lavar** el cabello con un champu suave de WELLA y frotar ligeramente con una toalla.

Back-Translation : **Wash** hair with a mild WELLA shampoo and rub lightly with a towel.

‘Shampooing’ can be seen as a type of ‘washing’ since it is more restricted in its use : you can wash a lot of thing but you can only shampoo your hair.

### 2.5.1.2 Translation by more neutral/less expressive word

The translators use this strategy because the target language has no direct equivalent word, for example :

- Source text : The panda's mountain **home** is rich in plant life ....
- Target text (back translated from Chinese) : The mountain **settlements** of the panda have rich varieties of plants.

*Home* has no direct equivalent in Chinese; it is replaced by Chinese near-equivalent which is less expressive and more formal.

### 2.5.1.3 Translation by cultural substitution

This strategy is used when the target language does not have the same propositional meaning but is likely to have similar impact on the target readers.

for example :

- Source text (English) : The Patrick collection has restaurant facilities to suit every taste—from the discerning gourmet, to the **Cream Tea** expert.
- Target text (Italian) : ..... Di soddisfare tutti I gusti: da quelli del gastronomo esigente a quelli dell'esperto di **pasticceria**.

Back-translation: ..... to satisfy all taste : from those of the demanding gastronomist to those of the expert in **pastry**.

In Britain, *cream tea* is 'an afternoon meal consisting of tea to drink and comes with jam and clotted cream to eat. It can also include sandwich and cakes. *Cream tea* has no equivalent in other cultures. The Italian translator replaced it with 'pastry', which does not have the same meaning (for one thing, cream tea is

meal in Britain, whereas ‘party’ is only a type of food). However, ‘pastry’ is familiar to the Italian reader and therefore provides a good cultural substitute.

#### 2.5.1.4 Translation using loan word or loan word plus explanation

Using loan word is particularly common in dealing with culture-specific items, modern concepts and buzz words.

For example :

- Source text (English) : The **shamanic** practices we have investigated are rightly seen as an Archaic mysticism.
  - Target text (back-translation from Japanese) : The **shamanic** behavior which we have been researching should rightly be considered as ancient mysticism
- Shaman* is a technical word used in religious studies to refer to a priest or a priest doctor among the northern tribes of Asia. It has no ready equivalent in Japanese. The equivalent used in the translation is made up of *shaman* as a loan word, written in katakana script (the script commonly used to transcribe foreign words into Japanese) plus a Japanese suffix means ‘like’ to replace the *-ic* ending in English.

#### 2.5.1.5 Translation by paraphrase using related words

This is used when the concept expressed by the source item is lexicalized in the target language but in different form.

For example :

- Source text (English) : The **creamy** KOLESTRAL-SUPER is easy to apply and has a pleasant fragrance.

- Target text (back-translated from Arabic) : KOLESTRAL-SUPER is rich and concentrated in its make-up which gives a product **that resembles cream .....**

The paraphrase in the Arabic text uses comparison, a strategy which can be used to deal with other types of non-equivalence.

#### 2.5.1.6 Translation by paraphrase using unrelated words

It is used when the source item is not lexicalized at all in the target language, but the translator wants to paraphrase so the paraphrase may be based on modifying a superordinate or simply on unpacking the meaning of the source item particularly if the item in question is semantically complex.

For example :

- Source text (English) : You can even dine ‘alfresco’ in the summer on our air terrace.
- Target text (German) : Im Sommer können Sie auch auf der Terrasse **im Freien** sitzen und essen.

Back-translation : In summer you can also sit and eat on the terrace **in the open**.

*Alfresco*, ‘in the open air’, is a loan word in English. Its meaning is unpacked in German translation. The two expressions, *alfresco* and ‘in the open’, have the same ‘propositional meaning, but the German expression lacks the ‘evoked’ meaning of *alfresco*, which is perhaps inevitable in this case. Note that the loan word is placed in inverted commas in source text.

### 2.5.1.7 Translation by omission

If the meaning conveyed by a certain item or expression is not vital enough to the development of the text to justify distracting the reader with lengthy explanations, translators can and often do simply omit translating the word or expression.

For example :

- Source text (English) : The Panda's mountain home is rich in plant life and gave us many of tress, shrubs and herbas most prized in European gardens.
- Target text (Back-translated from Chinese) : The mountain settlements of the panda have rich varieties of plants. There are many kinds of trees, shrubs and herbal plants that are preciously regarded by European gardens.

The source text addresses a European audience and the use of *gave us* highlights its intended orientation. The Chinese translation addresses a different audience and therefore suppresses the orientation of the source text by omitting expressions which betray its original point of view.

### 2.5.1.8 Translation by illustration

The translators may consider this strategy if the word which lacks an equivalent in the target language refers to a physical entity which can be illustrated, particularly if there are restrictions on space and if the text has to remain short, concise, and to the point.

For example :

Plug and Play Handsfree (PPH-1)

*Figure 5.1*

Figure 5.1 appeared on Nokia 2300 Manual prepared for the Indonesia market. There no easy way to translate Plug and Play Handsfree (PPH- 1) into Indonesia without going into long explanations which would clutter the text. An illustration of a pug and play handsfree is therefore used instead of a paraphrase.

### **2.5.1.9 Translation by More Specific Word (Subordinate)**

By contrast using more general word, this strategy is used when the target language has more vocabulary to represent some similar thing with some differences. In other words. The target language lacks a superordinate. For example *penginapan* (Indonesia) can be translated into more specific words in English such as hotel, motel, villa, cottae, condominium, and etc.

## **2.5.2 Strategies in above word level equivalence**

### **2.5.2.1 Collocation**

There are three strategies used to deal with the problem of non-equivalence in translating collocation. Those strategies are translating collocation with similar meaning similar form, dissimilar meaning similar form/changing the meaning and translating by paraphrasing.

#### **a) Similar Meaning Similar**

This is done when source collocation is unacceptable in target language and available literally similar meaning of collocation in target language.

For example :

Sorce text (English) : a) Break the law

b) Strong tea

c) Keep a dog/cat

target text (Arabic) : a) Contradict the law

(Japanese) : b) Dense tea

(Danish) : c) Hold a dog/cat

A Japanese, Arabic, or Danish translator would not hesitate to make the necessary adjustment since, to all intents and purposes, the English/Japanese, English/Arabic, English/Danish collocation have the same meanings, respectively.

#### **b) Dissimilarity meaning similar form/changing the meaning**

This happens due to in translation often involves a tension a difficult choice between what is typical and what is accurate. The nearest acceptable collocation in the target language will often involve some changes in meaning.

For example :

- Source text (English) : hard drink
- Target text (back translated from Arabic) : Alcoholic drink

Hard drink refers only to spirits in English, for example whisky, gin, and brandy. It does not include other alcoholic drinks such as beer, lager, or sherry. The Arabic collocation however, refers to any alcoholic drink, including beer, lager, sherry, as well as spirits. The meanings of the two collocations therefore do not map completely.

#### **c) Translating by paraphrasing**

This is used because some collocations reflect the cultural setting in which they occur. If the cultural settings of the source and target languages are

significantly different, there will be instances when the source text will contain collocations which convey what to the target reader would be unfamiliar associations of ideas. Then the translators need to paraphrase or explain the collocation.

For example :

- Source text (English) : Papers relating to the lesser-known languages will be particularly welcome.
- Target text (Back translated from Russian) : We intend to discuss separately questions concerning the **so-called “small”, i.e. les widespread and ‘big’, i.e. more widespread languages.**

In English academic writing, it is common and acceptable to talk about ‘lesser-known language’, as well ‘major languages’ and ‘minor languages’ Russians has no equivalent collocations.

#### **2.5.2.2 Idiom and Fix Expression**

Another study of analyzing strategies to translate idiom and fix expression was conducted by Rurry Prihartini (2003), as cited from Baker, there are four offered to overcome the difficulties in translating idiom and fix expression. They are using an idiom of similar meaning and form, using an idiom of similar meaning but dissimilar form, translation by paraphrase, and translation by omission.

### a) Using an idiom of similar meaning and form

This can be used if there is an idiom in target language which is roughly conveys the same meaning as that of the source language idiom and, in addition, consists of equivalent lexical items.

For example :

- Source Text (English) : The Fayeds have turned the pre-bid of Fraser strategy on its head.
- Target text (back-translated from Arabic) : And with this the Fayeds brothers have **turned** the strategy of the House of Fraser previous to offer of ownership **head over heel**.

The Arabic expression, which means ‘upside down’, is similar in form only to another English idiom. *Head over heel (in love)*, meaning ‘very much in love’.

### b) Using an idiom of similar meaning but dissimilar form

The idiom in target language has a meaning similar to that of the source text but consists of different lexical items.

For examples :

- Source text (English) : Feel the force of my fist, frozen friend!
- Target Text (German) : **Dir werde ich einheizen**, du Scheusal!

Back-translation : **I will make things hot for you**, monster! The above statement is addressed to an ice monster. The German expression *Dir werde ich einheizen* means literally, or has near literally as possible, ‘I will put heating on to you’.

### c) Translation by paraphrase

This strategy can be used when a match cannot find in the target language or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the source and target languages.

For example :

- Source language (English). Best news of all a decision to develop a system ....
- Target text (Back translated from Chinese) : **The best news is** a decision to develop a system of .....

‘The best news is’ does not have the status of a fix expression in Chinese. Although it looks very familiar to **Best news of all**, it is just a paraphrase of the English expression.

### d) Translation by omission

An idiom may sometimes be omitted altogether in the target text as with single words. This may be because it has no close in the target language, cannot be easily paraphrased, or for stylistic reasons.

For example :

- Source text : ..., to see that Professor Smith had doubled his own salary before recommending the offer from Fayed, and added a pre-dated bonus *for good measure*.
- Back translated from Arabic : ..., that Professor Smith had been able to double his salary twice before offering his recommendation to accepts Fayed’s offer, and that he added to his a bonus, the date of which had been previously decided on.

### 2.5.3 Strategies in Grammatical Level Equivalence

#### 2.5.3.1 Number

Not all languages have grammatical category of number, it is why the translators often face difficulties and make some adjustments by changing the information. The strategies used by the translator depend on the grammatical rules in the target language. The common problem arises when a translator working from a language with has number distinctions into a language with no category of number. The followings are some example of strategies used :

##### a) Omitting the relevant information on number

- Source text (English) : China's Panda reserves
- Target text (Back-translated from Chinese) : China's Panda **Protection-Zone**.

'Protection zone' is a literal rendering of the accepted Chinese translation of reserve. It is not marked for number. The reader of the Chinese text has no way of knowing, from this title, whether China has one or more than one panda reserves.

##### b) Encoding this information lexically

- Source text (English) : The heads of the ministries created in 1869 were not directly ...
- Target text (Back-translated from Japanese): The head <s> of various ministry<ies> created in Meiji 2<sup>nd</sup> are not directly ...

A Japanese word meaning 'various' is added in the translation to indicate that reference is made to more than one ministry and, by implication, more than one head of ministry.

### 2.5.3.2 Gender

The common strategy used to overcome the problem caused by gender in translation is making the necessary adjustment, for instance by adding the gender dimension in the target text.

For example :

- Source text (English : Kolesteral Super) : **Shampoo** the hair with a mild WELLA-SHAMPOO and lightly **towel dry**.
- Target text (back translated from Arabic) : The hair **is washed** with ‘wella’ shampoo provided that it is a mild shampoo. Then the hair **is dried** by means of a towel, a simple drying so that the hair is left damp.

An Arabic or writer has to select between ‘you, masculine’ (anta) and you feminine (anti) in case of the second-person singular. Moreover, this type of information must be signaled of the verb itself : an Arabic verb has different forms depending on whether its subject is, for instance, second-person singular feminine or third-person plural masculine. In fact, pronouns such as ‘she’ and ‘I’ are usually redundant in Arabic and are used mainly for emphasis, since all the information they carry is incorporated in the form of the verb.

### 2.5.3.3 Person

The following is an example of strategy used to solve the problematic situation of having to make decisions in the target language along dimensions of formality and familiarity which are not explicitly stated in the source text.

Talking to a girlfriend :

- English source text : ‘Darling – don’t you understand ? I’ve tried not to say I love you-‘. She stopped me. I do understand Charles. And I like your funny way of doing things ....’.
- French translation : ‘Mais **vous** ne comprenez done pas ? **Vous** ne **voyez** done pas que je fais tout ce que peux pour ne pas **vous** dire que je **vous** aime et .... Elle m’interrompt. J’ai parfaitement compris, Charles, et **votre** facon comice de presenter les choses m’est tres sympathique ....

Note the use of the vous form in the French translation, indicating a level of formality and politeness which are not overtly conveyed in the English original.

#### Taking to father :

- English source text : But your police force is fully efficient, ... I shall figure in the reports you get.
- French translation : Mais **ta** police a l’oeil et un de **tes** homes ... le reports qui **te** sera remis.

The selective use of *vous* and *tu* forms in dialogues involving different characters suggest that the French translator had to make conscious decisions about the nature of the relationships among different characters and about the social standing of these characters as reflected in their adoption of certain convention to do with approved/non-approved expression of familiarity and/or deference.

#### **2.5.3.4 Tense and Aspect**

In some languages, the tense and aspect system, or parts of it may be highly developed, with several line distinctions in temporal and location or distribution,

but some of the languages have no formal category of tense and aspect. It can pose various problems in translation. The followings are some strategies used by the translators.

**a) Using adverbials to indicate time reference where necessary and feasible in the target language.**

For example :

- Source text (English) : This attractive black and white mammal widespread human appeal and has become a symbol for conservation efforts .....
- Target text (Back-translated from Chinese) : This attractive black-white mammal widely by people and **already become** a symbol of conversation efforts .....

The adverbial *yi-jing*, meaning 'already', is added to the equivalent of become to give the effect of the present perfect in English *has become*.

**b) Omitting the time reference altogether where it can be inferred from the context or where the information is not felt to be important.**

For example :

- Source text (English) : Species like this mountain rhododendron were collected by 19<sup>th</sup> century botanists .....
- Target text (Back-translated from Chinese) : Species like this rhododendron **collect** <ed> by 19<sup>th</sup> century botanist .....

The connotations of pastness in the above extract can be inferred from the context, because of the reference to nineteenth-century botanists. There is therefore no need to signal the past overtly in the Chinese text.

### c) Changing the tenses

For example :

- Source text (English) : The heads of the ministries created in 1869 were not directly responsible for ‘advising and assisting’ (*hohitsu*) the emperor, though they were to become so in 1889,
- Target text (Back-translated from Japanese) : The head <s> of the various ministr<ies> which were creayed in Meiji 2<sup>nd</sup> **are** not directly responsible for ‘hohitsu’ the emperor. It was in Meiji 22<sup>nd</sup> that it became so.

The use of the non-past suggests that the statement made aout the role of the heads of the ministries prior to 1889 is based on the author’s personal assessment of the situation, as opposed to the statement concerning their role from 1889 onwards, which, presumably is supported by hard facts. (Meiji 2<sup>nd</sup> and Meiji 22<sup>nd</sup> refer to the equivalents of 1869 and 1889 respectively in the Japanese calendar)

#### 2.5.3.5 Voice

Grammatical category of voices relates with use of active and passive voice. Languages which have a category of voices do not always use the passive with the same frequency and occasionally have different meaning and function. To solve the problem posed by grammatical category of voice, the translators usually render a passive structure by an active structure, or conversely an active structure by a passive structure in order to avoid negative connotation.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

In order to pursue the objectives of this study, the writer applies the following methodologies which are divided into six sections: (1)research design, (2)source of data, (3)procedure of collecting the data, and (4) method of data analysis.

#### **3.1 Research Design**

The research design of this study is descriptive qualitative research. A qualitative research did not focus on numerals or statistic but gives most attention on how deep the writer's knowledge towards the interaction among concepts which is being learned.

This consideration leads the writer to support his study by conducting library study. It means that the investigation based on the translation of the transcript of Troy movie as the main source. In addition, the writer tries as for as he can to explore some reference source books, takes important information and ideas from significant authors to support his ideas of his thesis.

#### **3.2 Source of Data**

The data was the subtitles of the movie of *Troy*. The writer takes the text on the first disc only as the population to get a hundred sentences which have equivalence problem to be analyzed.

### 3.3 Procedure of Collecting the Data

Arikunto (2002 : 126) notes that they are four methods in collecting data, namely (1) interview, (2) observation, (3) questionnaire and (4) document. In this thesis, observation and document methods are used. The document method is employed as the data are in the form of printed text: The Indonesian subtitles of the movie of *Troy*. The procedure observation includes the following steps :

#### (1) Observing

After reading the Indonesian subtitles on *Troy* disc 1, preliminary observation was carried and to find out whether there were sufficient data for the study. The observation will show numbers sentences contained sufficient data with many sentences showing some different strategies in word, above word and grammatical level equivalence as mentioned by Baker 1992.

#### (2) Identifying

The writer identified the strategies used in translating the English sentences into Indonesian translation. This was done by matching every word or phrase in the English text with the meaning in Indonesian translation. The writer analyzed what the strategies used to translate the non-equivalence of word, phrase or clause based on the level of word, above word and grammatical equivalence.

#### (3) Classifying

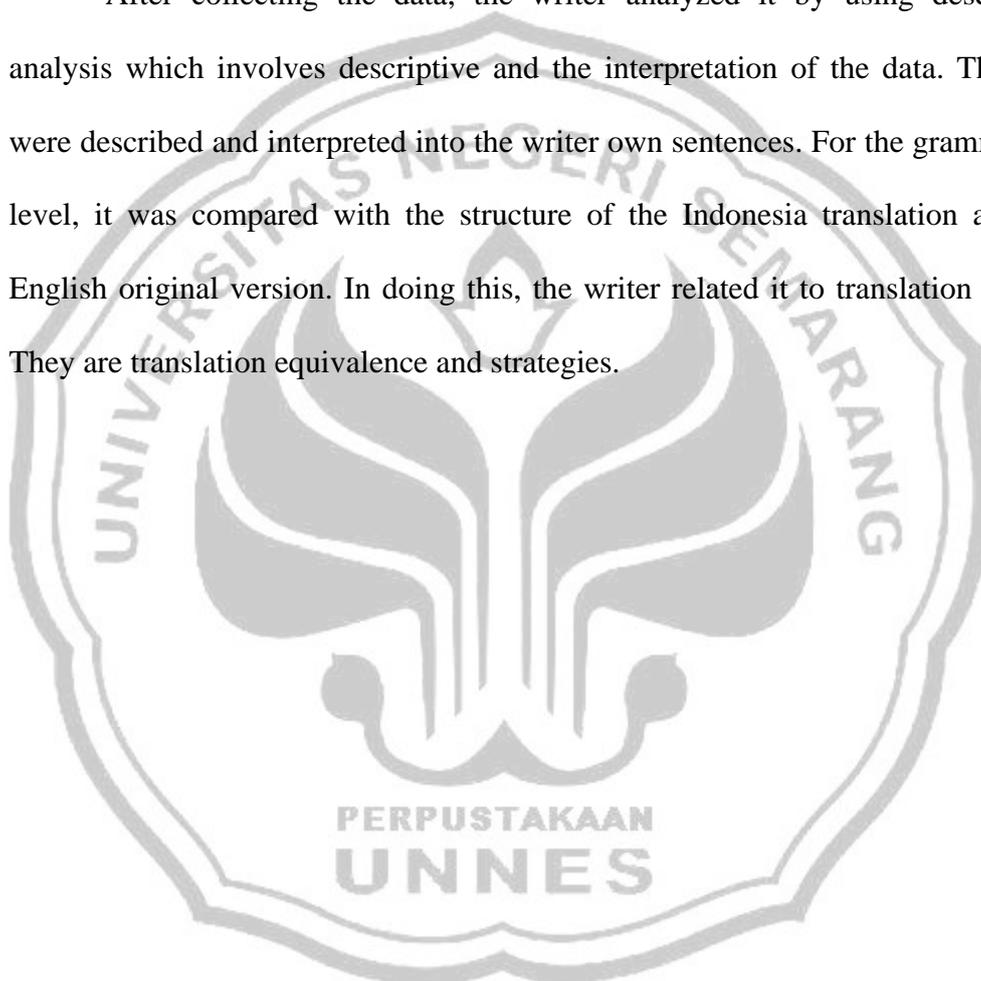
In this step; the selected sentences were classified into the strategies of three level equivalences.

#### (4) Evaluating

All identified strategies were evaluated to see whether the using of those strategies could obtain equivalent in translation of the target text.

### **3.4 Method of Data Analysis**

After collecting the data, the writer analyzed it by using descriptive analysis which involves descriptive and the interpretation of the data. The data were described and interpreted into the writer own sentences. For the grammatical level, it was compared with the structure of the Indonesia translation and the English original version. In doing this, the writer related it to translation theory. They are translation equivalence and strategies.



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter presents the strategies used in translating the transcript of Troy movie into Bahasa Indonesia. The strategies are analyzed under three main headings; they are strategies in word level equivalence, strategies in above word equivalence, and strategies in grammatical level equivalence.

#### **4.1 Strategy in Word Level Equivalence**

As discussed in chapter II, the strategies in word level equivalence are translation by more general word (superordinate), translation by more specific word, translation by more neutral/ less expressive word, translation by cultural substitution, translation using loan word or loan word plus explanation, translation by paraphrase using unrelated words, translation by omission, and translation by illustration. In transcript of Troy movie, the strategies used are using more neutral/ less expressive word, using more general word, using more specific word, using loan word paraphrasing using related word, paraphrasing using unrelated word and omission.

##### **4.1.1 Translation by more neutral word/ less expressive word.**

The examples below show the using of more neutral word/ less expressive word:

(1) a. Yes, he is a gifted killer. (sentc. 139)

b. Ya, ia pembunuh hebat. (sentc. 139)

(2) a. I'll feel much better. (sentc.170).

b. Aku akan merasa tenang. (sentc. 170)

In sentence (1) the word gifted is translated into the Indonesian word *hebat*. Gifted has meaning given something special while *hebat* means great. Possibly to avoid conveying the wrong meaning, the translator opted for choosing more neutral word, therefore the TL readers do not misunderstand. Gifted has no ready exact equivalent in TL.

Better in sentence (2) is translated into *tenang*. Here, we can identify that the translator used more neutral word because the closest equivalent for the word better is *lebih baik* in TL. This, however, would sound unnatural and out of context because *lebih baik* itself has several meaning in TL.

#### **4.1.2 Translation by more general word (superordinate)**

The examples below shows the using more general word:

- (1) a. I was having a good dream. (sentc. 9)  
 b. Aku sedang mimpi indah. (sentc. 9)
- (2) a. A very good dream. (sentc. 10)  
 b. Mimpi yang sangat indah. (sentc. 10)
- (3) a. I wouldn't want to fight him. (sentc. 21)  
 b. Aku tak mau menghadapinya. (sentc. 21)

The word good (sentence (1)) is translated *indah*. Good means having the right or desired qualities, giving satisfaction. The TL doesn't have a word to represent good otherwise *indah* the most equipment word. Back-translation of *indah* is beautiful.

Good in sentence (2) has no direct equivalent in TL. The writer had explained the translation in previous paragraph.

The word fight (sentences (3)) is translated *menghadapi*. Fight is kind of action to force something. The translator used more general word because the closest equivalent for the word fight is *menghadapi*. In the other hand, this would be out of context because *hadap* itself has several meaning in TL.

#### 4.1.3 Translation by more specific word

The examples below shows the using more specific word:

- (1) a. It's not just the Spartans coming after her. (senc. 212)  
 b. Bukan hanya prajurit Sparta yang mengejar dia. (senc. 212)

In sentence (1), Spartans is translated *prajurit Sparta*. Spartans means people who live in Sparta. *Prajurit Sparta* is more specific than Spartans. In the example below, the translator is assumed using more specific word in translation word end (sentence (2)) into *ujung*.

- (2) a. He'll track us to the end of the world. (senc. 238)  
 b. Ia akan mengejar hingga ke ujung dunia. (Senc. 238)

#### 4.1.4 Translation by paraphrase using related words

The examples below show the suing of paraphrase with related words:

- (1) a. Be careful whom you insult, old king. (senc. 5)  
 b. Hati-hati kepada siapa kau menghina, raja tua. (senc.5).  
 (2) a. Achilles is not with the army. (senc. 6)  
 b. Raja, Achilles tidak ada dalam pasukan. (senc. 6).  
 (3) a. I sent a boy to look for him. (senc. 8)

b. Aku sudah kirim anak untuk mencarinya. (sentc. 8)

(4) a. I'll speak to your king in the morning. (sentc. 12)

b. Aku akan bicara pada rajamu besok pagi. (sentc. 15)

In sentence (1) the word whom is translated into *kepada siapa*. Here, we can assume that the translator uses paraphrasing with related word since whom is just one word then in its translation, *kepada siapa* contains two words, *kepada* and *siapa*. While if we look in the back translation of *kepada siapa* is to whom.

Similarly, the word with in sentence (2) with is translated into *ada dalam*. It can be assumed that the translator uses paraphrasing using related word since with is just one word while *ada dalam* contains two words.

In sentence (3) the word look for is translated into *mencari*. The translator uses paraphrasing using related word since look for contains two words while *mencari* is just one word.

On the other hand, in sentence (4) the word morning is translated into *besok pagi*. The equivalent used in translation is made up of morning as a paraphrasing using related word. Here, we can presume that the translator uses paraphrasing using related word since morning is just one word then in its translation, *besok pagi* contains two words, *besok* dan *pagi*. While if we look on the back translation of *besok pagi* is tomorrow morning.

#### 4.1.5 Translation by paraphrase using unrelated word

The examples below show the using of paraphrase using unrelated words:

a. The ruler of Thessaly carries this scepter. (sent.33)

b. Penguasa Thessaly memegang pusat tongkat kekuasaan ini. (sentc. 33)

The sentences shows that scepter is translated into *pusat tongkat kekuasaan*. Here, the translator paraphrased the word scepter become three words in TL; *pusat tongkat* and *kekuasaan*. All the words in TL have no relation with the word in SL. If we re-translate the TL back to the SL *pusat tongkat kekuasaan* become a center stick of rules.

#### 4.1.6 Translation by omission

This strategy can be used as a last resort, when the advantages of producing a smooth, readable translation clearly outweigh the value of rendering a particular meaning accurately in a given context.

The examples below show the using of omission:

- a. They say your mother is an immortal goddess. (sentc. 16).
- b. Mereka bilang ibu tuan adalah seorang dewi. (sentc. 16)

In sentence immortal goddess is just translated *dewi* instead of *dewi abadi*.

The translator omitted the word immortal.

## 4.2 Strategy of Above Word Level Equivalence

### 4.2.1 Collocation

#### 4.2.1.1 Similar Meaning Similar From

The examples below show the using similar meaning and similar from in translating collocation.

- (1) a. Achilles. Look at the men's faces. (sentc. 26)
  - b. Achilles. Lihat wajah mereka. (sentc. 26)
- (2) a. Then I'll die fighting. (sentc. 95)

b. Aku akan bertarung hingga mati. (sentc, 95).

In sentence (1), look at is translated *lihat*. The word look can be collocated with some words and create different meaning. The collocation of look at has similar meaning and form in TL, lihat. The followings are the collocation of verb look:

- o Look after : take care of someone.
- o Look for : to seek something or someone.

In sentence (2) die fighting is translated become *bertarung hingga mati*. Both SL and TL collocation have the same meaning and form. Die as a verb can be collocated with some words which create different meaning. As a verb die means come to end of life. The following is collocation of die.

*Die game, die hard, die in harness, etc.*

#### 4.2.2 Idiom

##### 4.2.2.1 Similar Meaning Similar Form

The examples below show the using similar meaning and form in translating idioms:

- (1) a. I'm afraid of tomorrow, watching you sail away and knowing you'll never come back. (sentc. 55).
- b. Aku takut hari esok. Aku takut melihatmu berlayar dan tahu kau takkan kembali. (sentc. 55)
- (2) a. Turn us around Back to sparta. (sentc. 77)
- b. Putar kapal kembali ke Sparta. (sentc. 77).

Come back in Sentence (1) is a common idiom in English, it means return. *Kembali* is very equivalent with come back. Here, the translator has translated the idiom without changing the meaning and form.

In sentence (2), turn around is translated *putar*. Turn around means take a new direction. The translator exactly found the accurate translation. Here, we can identify that the translator using idiom of similar meaning and form translating this English idiom.

#### 4.2.2.2 Similar Meaning Different From

The examples below show the using similar meaning different from in translating idioms:

- (1) a. That sounds heroic to you, doesn't it? To die fighting. (sentc . 96)  
 b. Bagimu itu pahlawan kan? Bertarung hingga mati. (sentc. 96)
- (2) a. All my life I've stood by your side, fought your enemies. (sentc. 115)  
 b. Seumur hidup aku di sampingmu menghadapi musuhmu. (sentc. 115).

In sentence (1), the translator chooses *bagimu* to translate that sounds instead of *itu kedengaran* since the second translation is considered too long and sounds unnatural. Here the translator has hanged the form without loosing the meaning.

Similar with sentence (1), the English idiom in sentence (2), stood by your side, has translated into *di sampingmu* which has different from with the source language. However the meaning is acceptable in TL.

### 4.3 Strategy of Grammatical Level Equivalence

In the grammatical level equivalence, it is found the problems of equivalence only in four grammatical categories, number, person, tense and aspect and voice. In the analysis the writer did not identify the problem of non-equivalence strategy in the category gender.

#### 4.3.1 Number

As have been discussed in chapter two, generally the strategy used in translating grammatical category of numbers is consists of two main headings; they are omitting the relevant information on number and encoding the information lexically. But it does not always work applied in all languages considering not all language distinguish grammatical category of number.

Especially translation of English into Indonesia or vice versa, those two strategy can be applied easily because both English and singular, for whom, human, thing or animal etc. it makes plural become singular or vice versa, plural into plural and singular into singular.

It can be seen the following sentences:

- (1) a. Boagrius has this effect on many heroes. (sentc. 4)
  - b. .Boagrius sudah membuat takut banyak pahlawan. (sentc. 4)
- (2) a. I've killed men brother, I've watched them dying, I've heard them dying. (sentc. 101)
  - b. Aku sudah membunuh banyak orang, aku melihat dan mendengar mereka sekarat. (sentc. 101)
- (3) a. Are the stories about you true? (sentc. 15).

b. Apa cerita tentang tuan benar? (sentc. 15)

(4) a. We've had conflicts before, it's true we've fought many battles. (sentc. 36).

b. Sebelumnya kita punya masalah, Sparta dan troya sudah melakukan banyak peperangan. (sentc. 36).

Plural form has been changed into singular form in sentence (1). The translator chose *pahlawan* instead of *pahlawan-pahlawan* for heroes. Those words are not marked for number in any way and the TL readers can only guess whether the writer talking about one or several hero.

In sentence (2), the noun men (plural) is translated into *banyak orang* (plural). The SL is changing the form (man into men) in some other way to indicate whether it refers to more than one man, while the TL encodes the plurality by reduplicating the noun (*banyak orang*). Here, the translator keeps the plurality by reduplicating the word. Meanwhile in sentence (4), battles is translated *peperangan*, the translator changed the plural form into the singular one instead of keeps the plural form of the noun. Here, reduplicating the word can be used but it would make the translation sounds odd and too long. The translator may decide to encode the relevant information lexically, by added '*beberapa*' which in Indonesia indicate the plurality. '*Beberapa peperangan*' means the noun is more than one or two.

#### 4.3.2 Person

All languages have modes of address which can be used to express familiarity or deference in a similar way. In Indonesian the singular person can

use *kamu*, *saudara*, *anda*, *kau*, *engkau*, but in English you may be addressed to everyone.

The examples below show the matter of person category in transcript of a movie:

- (1) a. They're waiting for you. (sentc. 14)  
 b. Mereka menunggu tuan. (sentc. 14)
- (2) a. But I've always respected your father. (sentc. 37).  
 b. Tapi aku selalu menghormati ayah kalian. (sentc. 37).

In sentence (1), you is translated *tuan* instead of *kamu*, because it relates to familiar/ unfamiliar dimension. The speaker is stranger so the translator uses *tuan* which is the most polite in TL. Similarly, in the sentence (2) your... is translated into *...kalian* rather than *kamu*, *kau*, *engkau* or *saudara-saudara* since the speaker is unfamiliar person and the context is formal.

#### 4.3.3 Tense and Aspect

The examples below show the using

- (1) a. Before you came to Sparta, I was a ghost. (sentc. 56).  
 b. Sebelum kau datang di Sparta, aku hantu. (sentc. 56)

Sentence (1) I was a ghost is translated *aku hantu*. The SL is simple past tense while the TL is simple present. In SL time aspect is indicated by the form of the verb, while in TL the verb never changes but it is added with time adverbial such as *akan*, *tadi*, *sudah*, *pagi ini*, *di siang hari*, *kemarin* etc.

- (2) a. But I'll love you. (sentc. 63).  
 b. Tapi aku mencintaimu. (sentc. 63).

Sentence (2) is not translated *tapi aku akan mencintaimu*. The word *akan* indicates that it will happen in the future. From the discussion above, we can assume that the translator change the tense from future tense into present tense.

#### 4.3.4 Voice

The examples below shows the using

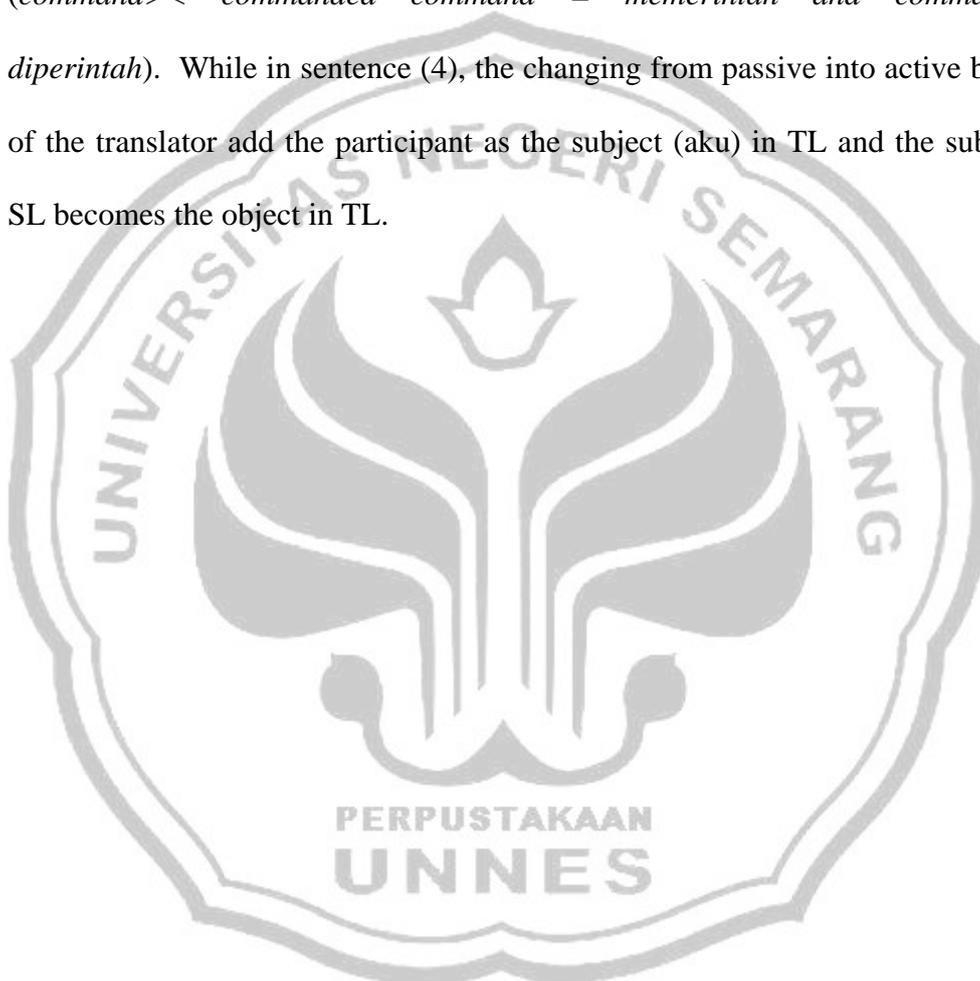
- (1) a. Perhaps we should have our war tomorrow, when you're better rested.  
(sentc. 23)
- b. Mungkin kita lakukan pertarungan besok setelah kau istirahat. (sentc. 23).
- (2) a. To Sparta? They'll kill you. (sentc. 94)
- b. Ke Sparta? Kau akan dibunuh. (sentc. 94).

Sentence (1) is not translated *setelah kau diistirahatkan lebih baik*. Here, the translator has changed the voice, SL active voice into TL passive voice. This may be done to make the translation smooth and sounds natural.

In sentence (2), the subject in SL becomes object in TL so that the voice is changing from active into passive. It can be seen from the verb, they'll kill you is translated into *kau akan dibunuh* instead of *mereka akan membunuhmu*.

- (3) a. How many battalions does the Sun God command? (sentc. 219)
- b. Berapa battalion yang dimiliki para dewa? (sentc. 219).
- (4) a. My parents sent me there when I was sixteen to marry Menelaus, but it was never my home. (sentc. 230)
- b. Aku dikirim untuk menikahi Menelaus saat usiaku 16 tahun, tapi sparta tak pernah menjadi rumahku. (sentc. 230).

The translator also changes the voice from passive into active. It can be seen from sentence (3) and (4). In sentence (3), the Sun God command is translated into *dimiliki para dewa* instead of *para dewa miliki*. From the example above, it can be identified that the translator used the anonym of the verb (*command*>< *commanded* *command* = *memerintah* and *commanded*=*diperintah*). While in sentence (4), the changing from passive into active because of the translator add the participant as the subject (*aku*) in TL and the subject in SL becomes the object in TL.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

In translating an English text into Indonesia, the translator deals with two languages that are quite different. In the translation of transcript of troy movie, there are found some non-equivalent, for instance the word 'better' is translated *tenang* instead of *lebih baik* which sounds more natural. But, generally the English-Indonesia translation of transcript of troy movie is a good translation. It is acceptable in Indonesia as the target language. The translator is able to convey the meaning accurately.

After analyzing the strategies of English-Indonesia Translation of transcript of troy movie, some points can be drawn as follows:

- 1) In the word level equivalence, the strategies used by the translator are:
  - Using more neutral/ less expressive word (because the target language has no direct equivalent word, e.g. gifted is translated into *hebat*).
  - Using more general word (because of the hierarchical structure of semantic fields is not language specific, e.g good is translated into *indah*).
  - Using more specific word (the target language lacks a superordinate, e.g. Spartans is translated *prajurit Sparta*).
  - Paraphrasing using related word (when the concept expressed by the source item is lexicalized in the target language but in different form, e.g look for is translated into *mencari*)

- Paraphrasing using unrelated word (when the source item is not lexicalized at all in the target language, e.g. scepter is translated into *pusat tongkat kekuasaan*)
- Omission (If the meaning conveyed by a certain item or expression is not vital enough, e.g. immortal goddess is translated into *dewi*)

The writer did not find the using of translation strategies by cultural substitution and translation by illustration.

2) In above word level equivalence, the strategies used by the translator are:

a. In collocation, the translator only used.

- Similar meaning similar form (there are available literally similar meaning of collocation in target language, e.g. die fighting is translated into *bertarung hingga mati*)

b. In idiom, the translator used

- Similar meaning similar form (if there is an idiom in target language which is roughly conveys the same meaning as that of the source language idiom, e.g. turn around is translated into *putar*)
- Similar meaning different from (The idiom in target language has a meaning similar to that of the source text but consist of different lexical, e.g. that sounds is translated into *bagimu*).

Meanwhile, the strategy of translating collocation dissimilar meaning similar form and translating by paraphrasing are not used by the translator. It is not be found the using of omission and paraphrasing in translating idiom.

3) In grammatical level equivalence.

The problem of equivalence can be found in the categories of number person, tense and aspect and voice. There is not grammatical category of gender in this analysis.

a. in the category of number, the strategy used is:

- omitting the relevant information on number (plural into singular, plural into plural by reduplicating the noun, e.g. *heroes* is translated *pahlawan*)

b. in the category of person, the strategy used is:

- using the dimension of formality and familiarity, e.g. *you* is translated into *tuan*, since the reader is unfamiliar person and it is formal context)

c. in the grammatical category of tense and aspect is

- changing the tense from future tense into present tense, e.g. *But I'll love you* is translated into *tapi aku mencintaimu*).

d. In the grammatical category of voice, the strategy used is.

- Changing the voice from active into passive and from passive into active (e.g. *my parents sent me there when I was sixteen to marry Menelaus, but it was never my home* translated into *aku dikirim orangtuaku untuk menikahi Menelaus saat usiaku 16 tahun, tapi Sparta tak pernah menjadi rumahku*).

## 5.2 Suggestion

The product of translation must be able to convey the message accurately and clearly. Therefore, good and natural translation must be made. During the process of analysis, the writer found some difficulties such as finding the meaning of word in target language which is adopted from the source language, and finding the most equivalent word or phrase which is the translator could not obtain it. Translation equivalence can be used as a measurement of the quality of translation product. Analysis in this study shows that there are various strategies to deal with the non-equivalence problems especially problems of non-equivalence in the level of word, above word and grammar.

Regarding the points above, it is suggested that to produce a good and natural translation, the translators should constantly make choices, in each word, sentences or translation unit, so as to decide the most suitable strategies that can overcome problems and difficulties of translation, especially of non-equivalence in the level of word, above word and grammatical.

It is also offered a suggestion for the students and teachers, that to develop our ability in translating language, not only a book, a novel, manual of an instrument, or newspaper article, but every bilingual or multilingual text such as transcript of troy movie can be used as the material of translation.

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