

CHAPTER I

INTRODUCTION

A. Background of Study

Humans are social beings because in this world they live side by side with other humans, of course, they need each other. According to Aristotles, a philosopher from Greece, humans are zoon politicon. That is, humans are predetermined to live in society. Humans always try to interact with others. Forms of human interaction include talking, shaking hands, joking, asking questions, working together, and discussing. The interaction is carried out directly or using communication such as the telephone.¹ According to Kieran Bonner, social interaction is a relationship between two or more individuals who influence each other.² The interaction takes place because of dependence and mutual needs in everyday life. For example, a buyer bargains with traders to make ends meet.

Communication is essential in social interaction since social interaction should be preceded by contact and communication. Communication happens because language exists as a communication tool. It is based on Tarigan's statement that language is an intermediate tool between community members in a group and a tool for individual and group interaction.³ The definition of language according to Finocchiaro is a system of arbitrary vocal symbols,

¹ Waluyo Haryanto Suwardi, Agung Feryanto, Tri, Ilmu Pengetahuan Sosial (Grasindo, 1977), 73.

² Mulya; Yuliana; Nina Andini, *Explore Ilmu Pengetahuan Sosial Jilid 1 untuk SMP/MTs Kelas VII* (Penerbit Duta, 2019), 76.

³ Henry Guntur Tarigan, *Teknik Pengajaran Keterampilan Bahasa* (Bandung: Angkasa, 1997), 22–23.

allowing all people in a particular culture, or other people who have studied cultural systems to communicate or interact.⁴

Each country sometimes has a very diverse language, causing many people to misunderstand and it is difficult to communicate between countries because they have a limited language. It encourages a lot of people to learn and master English because this language can unite the entire world community. This is in line with the view of Crystal that since 1950 English has been crowned as a language with international status.⁵ The statement represents the meaning that the English language is used by various nations. All over the world, when people of different nationalities meet, they use English to establish communication. So, it needs to be mastered because English is the most widely used language.

Indonesia has joined an organization called ASEAN (Association Of South East Asian Nations) which was established on August 8, 1967, in Bangkok, with the signing of the ASEAN Declaration (Bangkok Declaration) which consisted of five founders including Indonesia, Malaysia, Philippines, Singapore, and Thailand.⁶ In this case, English has an important role in building a business with other countries. In connection with the very important role of English as a foreign language, the German philosopher Johann Wolfgang von said "Those who know nothing about a foreign language, they have nothing about their own."⁷ This expression states how important it is to master English

⁴ M Finocchiaro, *English as a Second Language: From Theory to Practice* (New York: Regents Publishing Company, 1964), 8.

⁵ David Crystal, *A Dictionary of Language* (London: University of Chicago Press, 2001), 1.

⁶ Sri Handayani, "Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong ASEAN Community 2015," *Jurnal Profesi Pendidik* 3, no. 1 (2016): 102.

⁷ Kathleen Stein-Smith, *The U.S. Foreign Language Deficit: Strategies for Maintaining a Competitive Edge in a Globalized World* (Springer, 2016), 55.

besides the mother tongue and national language. In the past, perhaps English was another negative thing to learn more about. However, currently, it is the opposite, English which is a communication tool in the era of globalization is the main key to one's success in achieving a career with a bright future.

The existence of the reasons above presents the importance of translation in everyday life. Catford stated that translation involves replacing textual material in one language (SL) with equivalent textual material in another language (TL).⁸ Meanwhile, Nida and Taber stated that translation consists of recreating in the receiving language the closest natural equivalent of the message of the source language, first in terms of meaning and then stylistically.⁹ Farah & Samardali believed that translation is effective and beneficial for teaching a second language. It is important to realize that the following areas of translation are summarized: clarifying new words and expressions, explaining grammar problems, teaching language and culture, manner of expression, describing reading passages, dealing with aspects related to first language interference, and assess the student's academic status; understand writing and speaking, as well as explain classroom activities.¹⁰

In translations of the two languages, Indonesian and English have different structures, precisely in the formation of noun phrases. Most of the noun phrase formations in the Indonesian language have the structure '**Noun (head) + adjective (post-modifier)**' for example 'gadis cantik', the word 'gadis' in the

⁸ J. C. Catford, *A Linguistic Theory of Translation* (London: Oxford University Press, 2002), 20.

⁹ E. A. Nida and C. R. Taber, *The Theory and Practice of Translation* (Leiden: E. J. Brill, 2003), 12.

¹⁰ Muntaha Farah Sulieman Samardali and Atika Mohammad Hasan Ismael, "Translation as a Tool for Teaching English as a Second Language," 2017, 68.

phrase as a noun (head), and the adjective ‘cantik’ as a post-modifier of the word ‘gadis’. Whereas English noun phrases generally have the structure ‘**Adjective (pre-modifier) + Noun (head)**’ for example ‘A beautiful girl’, the determiner ‘A’ and the adjective ‘beautiful’ are pre-modifier of the word ‘girl’ while the word ‘girl’ as a noun (head). Thus clear from the two examples that the distinction is in the noun's position. In Indonesian noun phrases, the noun position occurs before the post-modifier, whereas in English noun phrases, the noun position is after the pre-modifier. So, because of the difference in the structure of noun phrases between the English and Indonesian languages, a translation shift occurs in the process of translation.

Catford defined translation shift as a formal correspondence in the process of going from the source language to the target language. In other words, a translation shift occurs when the translator changes (units, classes, structures, structural elements, etc) of the SL when translating to the TL.¹¹ In addition, Catford classified two types of translation shift, level shift (between the grammatical and lexical level) and category shift (unbound and rank bound).¹² Therefore, the idea of this study was motivated by the discovery of the shift types in the translation of an English language when translated into Indonesian.

In this study, the researcher will examine translation shifts in noun phrase because the phrase is basic and need to be known before moving to the largest structure into a sentence. The noun phrase was obtained from research subject, namely the *Monster Inc.* movie 2001 because the movie has great popularity and

¹¹ Catford, *A Linguistic Theory of Translation*, 73.

¹² Catford, 12.

was once a top Pixar movie. The movie is very interesting and exciting to watch not only for children but also adults. The movie has language that is very easy to understand and is suitable for beginners in learning and analyzing English language. So, this thesis is entitled “An Analysis of Noun Phrase Translation Shift from English to Indonesian in the Monster Inc. Movie 2001”. The importance of this study related to translation shifts in noun phrases will enable students to comprehend and generate good translation in order to be better as a teacher in teaching and learning English and a translator in the future.

B. Research Focus

Research focus is the educational issues, controversies, or concerns that guide the need for conducting a study.¹³ Yin said that by using the statements ‘what’, ‘who’, ‘where’, ‘when’, ‘how’, and ‘why’, the researcher will be able to determine more easily the boundaries of the research focus.¹⁴ Therefore the formulation of this problem is necessary for the researcher since it may offer direction on what to explore; research cannot be carried out without research focus or problems.

Based on the explanation described above, the researcher developed the following formulation of the research focus:

1. What are the types of noun phrase translation shift in the Monster Inc. movie 2001?

¹³ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 12.

¹⁴ Ririn Handayani, *Metodologi Penelitian Sosial* (Yogyakarta: Trussmedia Grafika, 2020), 22.

2. How are the translation accuracies of noun phrase translation shift used in the Monster Inc. movie 2001?

C. Research Objectives

The research objective is what the researcher wants to achieve in conducting the research.¹⁵ When the research focus provides a question, the research objective is to answer the question of the research focus. The number of points in the research focus and the research objective is often equal.¹⁶ A question sentence is used to formulate the research focus, whereas a statement sentence is used to create the research objective.¹⁷

This research aims to achieve the following objectives:

1. To know the noun phrase translation shift types in the Monster Inc. movie 2001.
2. To know the translation accuracies of noun phrase translation shift in the Monster Inc. movie 2001.

D. Significant of Study

1) Theoretically Significant

This research is expected to provide readers with an in-depth understanding of the field of translation in the forming and differences in noun phrase structures between English and Indonesian, allowing them to understand and recognize the various types of translation shifts that can be

¹⁵ Samsu, *Metode Penelitian: Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, serta Research & Development* (Jambi: PUSAKA, 2017), 2.

¹⁶ Muhammad Ramdhan, *Metode Penelitian* (Surabaya: Cipta Media Nusantara, 2021), 2.

¹⁷ Tim Penyusun, *Pedoman Karya Tulis Ilmiah* (Pamekasan: IAIN Madura, 2020), 17.

found in noun phrases. It may also potentially help translators decide which translation shift to utilize to become better translators in their profession.

2) Practically significant

a. Next Researchers

The outcome of this research is expected to provide insight and become a source or reference for future researchers who will research the same field, especially translation shift, and be able to compare and develop this research using different theories and approaches.

b. Students

It is expected that this research will enhance students' interest in learning English. They can enhance their understanding of English through movies by evaluating the most fundamental aspects, especially translation shifts in noun phrases, which will enable them to comprehend and generate good translation in English to Indonesian language or vice versa. Not only movies, but students also use other interesting inputs such as songs, documents, and others where the translation method is used.

c. Teachers

It is expected that the results of this thesis can provide knowledge with the existence of translation shift for teachers. So, that it can help in the process of teaching and learning English in the field of translation.

d. IAIN Madura

The result of this research is expected to be helpful and serve as a reference, for students particularly those interested in the translation field at the IAIN Madura library.

E. Definition of Key Terms

- 1) Noun phrase is a group of words that modify a noun as the head.
- 2) Translation is the process of conveying meaning from the source language to the target language
- 3) Translation shift is a shift that occurs in the translation process from the source language to the target language due to differences in units, classes, structures, structural elements, etc.
- 4) Movie is a moving image with sound and a storyline that is typically presented on television or in a cinema.

F. Previous Study

The first previous study was conducted by Rahmadi Imanda, the study was about “The Translation Shift Analysis in the Luca Movie” University Islam of Ar-Raniry Banda Aceh in 2023.¹⁸ The research findings reveal 164 translation shifts in the movie’s subtitle. Category shifts emerges as the most frequent type, accounting 131 shifts, while level shift comprises 33 shifts. Further examination of category shift sub-types shows that structure shift is the most prevalent with 45 shifts, followed by class shift with 21 shifts, unit shift with 32 shifts, and intra-system shift with 33 shifts.

The second previous study was published by Yunita Candra Dewi Siskawati with the title “Translation Shift of Adjective Phrases in the Picture of Dorian Gray Novel by Oscar Wilde and its Translation” State Islamic University

¹⁸ Rahmadi Imandi, “THE TRANSLATION SHIFT ANALYSIS IN THE ‘LUCA’ MOVIE” (Thesis, Banda Aceh, Universitas Islam Negeri Ar-Raniry, 2023).

Sunan Kalijaga Yogyakarta in 2017.¹⁹ This research used descriptive qualitative method. The result of the research shows that there are 323 adjective phrase shifts found in the translation. The research found 136 data belong to structure shift, 82 data belong to class shift, 34 data belong to unit shift, and 71 data belong to level shift. the research also find that the translation is equivalent translation where 137 data belong to formal equivalence and 186 data belong to dynamic equivalence.

The last previous study was published in journal *Ulil Albab* by Gita Maharani Kristina Kattu, Nyoman Udayana, and Ketut Artawa, the study was about “Translation Shifts of Noun Phrases in Black Novel” University of Udayana in 2023.²⁰ The method of analyzing data in this study is qualitative research. The result shows that the translation shifts occur in the novel entitled *Black Cat*. There are only four types of translation shifts that occur in the novel. The translation shifts found are structure shift, class shift, unit/rank shift, and intra system shift.

Table 1.1 Similarities and Differences with Previous Research

Writer Name / Year	Title	Similarities	Differences
Rahmadi Imanda / 2023	<i>The Translation Shift Analysis in the Luca Movie</i>	1. The object is about translation shift proposed by Catford	1. Examines translation shift in sentences, while this study is translation

¹⁹ Yunita Candra Dewi Siskawati, “TRANSLATION SHIFT OF ADJECTIVE IN ADJECTIVE PHRASE IN THE PICTURE OF DORIAN GRAY NOVEL BY OSCAR WILDE AND ITS TRANSLATION” (Thesis, Yogyakarta, State Islamic University Sunan Kalijaga, 2017).

²⁰ Gita Maharani Kristina Kattu, Nyoman Udayana, and Ketut Artawa, “Translation Shifts of Noun Phrases in Black Novel,” *Jurnal Ilmiah Multidisiplin* 2, no. 10 (2023).

		2. The subject is movie	<p>shift in noun phrases</p> <p>2. Only examines the types of translation shift, while this study examines the types of translation shift and the accuracies</p>
Yunita Candra Dewi Siskawati / 2017	<i>Translation Shift of Adjective Phrases in the Picture of Dorian Gray Novel by Oscar Wilde and its Translation</i>	1. The object is about translation shift proposed by Catford	<p>1. Examines translation shift in adjective phrase, while this study is translation shift in noun phrases</p> <p>2. Examines translation shift and translation equivalence according to Nida's theory, while this study examines translation shift and the translation accuracies by Nababan's theory</p>

			3. The subject is the picture of Dorian Gray Novel by Oscar Wilde and its translation, while this study is the Monster Inc. movie 2001
Gita Maharani Kristina Kattu, Nyoman Udayana, and Ketut Artawa / 2023.	<i>Translation Shifts of Noun Phrases in Black Novel</i>	1. The object is about translation shift proposed by Catford 2. Examines translation shift in noun phrases	1. Only examines translation shift, while this study examines translation shift and the translation accuracies 2. The subject is Black novel, while this study is the Monster Inc. movie 2001

G. Review of Related Literature

1. Noun Phrase

a. The Definition of Noun Phrase

A noun is a word used for naming a thing (table, book, radio), a person (John, Diana, Lamappa), a place (Makassar, Bali, London), and an idea (happiness, freedom, beauty). The noun in English is one of the most important parts of speech. Its arrangement with the verb helps to form the

sentence core which is essential to every complete sentence.²¹ Basri classified noun classes, such as common and proper nouns, concrete and abstract nouns, and countable and uncountable nouns.²²

A phrase is a small group of words, but it is not a sentence. Phrases also can be analyzed into constituents, each with a function and realization. The head of a phrase is realized by a noun, verb, adjective, adverb, or preposition.²³ Kim and Sells phrases are projected from the lexical categories and divided into five types, as meaning follows: (1) Noun Phrase (NP), (2) Verb Phrase (VP), (3) Adjective Phrase (AP), (4) Adverb Phrase (AdvP), (5) Prepositional Phrase (PP).²⁴ This point will be explained more deeply about noun phrases.

Based on Nordquist, a noun phrase is a phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun.²⁵ Meanwhile, Ba'dulu stated a noun phrase is a group of words with a noun as its head. A noun phrase may consist of a determiner slot filled by an article, a possessive pronoun, a numeral, or a demonstrative, and an ahead slot filled by a noun.²⁶ In addition, according to Gerot and Wignel, a noun

²¹ Marcella Frank, *Modern English* (USA: Prentice Hall, 1972), 2.

²² Junaid Junaid, "A Syntactic Analysis of The English Noun Phrase (A Study at the Fifth Semester of English Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar)," *Perspektif: Jurnal Pengembangan Sumber Daya Insani* 3, no. 1 (2018): 318.

²³ M. Vespoor and K. Sauter, *English Sentence Analysis* (Amsterdam: John Benjamins Publishing Company, 2009), 119.

²⁴ Kim J-B. and Sells P., *English Syntax: An Introduction*, 2nd ed (Stanford: CSLI Publications, 2008), 22.

²⁵ Muhammad Kemal Jatnika Almuham, "An Analysis of Noun Phrases in Motorcycle Brochures | Jurnal Bahasa Inggris Terapan," February 15, 2022, 62, <https://jurnal.polban.ac.id/inggris/article/view/3514>.

²⁶ Ba'dulu M., *English Syntax*, vol. 2 (Makassar: Badan Penerbit UKM, 2008), 41.

phrase is a group of words that has a noun as its head word and includes all additional information related to that noun.²⁷

The basic idea of a noun phrase is that it must have a noun as the core (head) and other supporting words called modifiers, but a noun phrase can only consist of a noun or just pronouns. This conclusion can be drawn based on the understanding of the noun phrase by some of the experts mentioned above.

b. The Structure of Noun Phrase

The model of noun phrases by Greenbaum is in general as follows:

(determiners) (pre-modifiers) noun (post-modifier)

In Greenbaum's model of noun phrases, the *determiners* introduce noun phrases. A modifier is regarded as a unit dependent upon the main word (*noun*) and is optional. Modifiers are divided into two, *pre-modifiers*, which occur before nouns, and *post-modifiers*, which occur after nouns. Greenbaum provides the potential structures of noun phrases as follows:²⁸

Noun	Books
Determiner + noun	Those books
Pre-modifier + noun	Popular books
Determiner + pre-modifier + noun	Some popular books
Noun + post-modifier	Books on astronomy
Determiner + noun + post-modifier	Some books on astronomy

²⁷ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: AEE Publishing, 1995), 141.

²⁸ Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar*, 3rd ed. (New York: Routledge, 2013), 67.

Pre-modifier + noun + post-modifier	Popular books on astronomy
Determiner + pre-modifier + noun + post-modifier	Some popular books on astronomy

Meanwhile, Jumanto's model describes types of modifiers and what elements belong to which modifiers. In English noun phrases, modifiers can be premodifiers and post-modifiers. Unlike Greenbaum's model, in Jumanto's model, the determiners belong to pre-modifiers. Pre-modifiers in English noun phrases according to Jumanto can be (1) *determiner*, (2) *adjective*, (3) *noun*, (4) *verb in the -ing form*, or (5) *verb in the -ed form*. *Determiners* are words like *articles: a, the, possessive: my, your, his, etc, demonstratives: this, that, those, numerical: one, two, three, etc, and numerical of indefinite quantity: any, some, a few, a little, etc.* pre-modifiers in English noun phrases can be seen in the examples below:

1	Determiner the	Head book
2	Adjective nice	Head children
3	Noun book	Head Stores
4	Verb- <i>ing</i> singing	Head birds
5	Verb- <i>ed</i> painted	Head chairs

Postmodifiers in English noun phrases can be (1) *adverb*, (2) *adjective*, (3) *prepositional group*, (4) *to-V group*, (5) *V-ing group*, (6) *V-ed group*, and (7) *subordinated group*. Postmodifiers in English noun phrases can be seen in the examples below:

1	Head areas	Adverb Downtown
2	Head something	Adjective unusual
3	Head people	Prepositional phrase In this world
4	Head books	To-V group To borrow (from the library)
5	Head people	V-ing group Shouting at him
6	Head patients	V-ed group Visited in the hospital
7	Head neighbors	Subordinated group Who helped us yesterday

Jumanto's model also describes that English noun phrases can have pre-modifiers and post-modifiers at the same time, such as the examples below:²⁹

Pre-modifier	Head	Post-modifier
some	books	In the library
beautiful	girls	Who sing
Three	children	To watch

In addition, Frijuniarsi classified types of noun phrases into 10 types, as follows:

- 1) Article + noun which consists of several articles (a, an, the) and followed by a noun (house, car, pen, etc.), ex: a house.
- 2) Demonstrative + noun which consists of demonstrative pronouns that type pronouns used to point specific things (this, that, these, and those) and followed by a noun, ex: this house.

²⁹ Jumanto Jumanto, "Contemporary English Noun Phrases: A Pragmatic Viewpoint," accessed April 25, 2023, https://www.academia.edu/6389947/Contemporary_English_Noun_Phrases_A_Pragmatic_Viewpoint.

- 3) Quantifier + noun which consists of quantifier or words to express the quantity of the object (some, any, a lot, etc.) and followed by noun, ex: some houses.
- 4) Possessive + noun, which consists of possessive pronouns that show something belongs to someone (my, our, your, etc.) and is followed by a noun, ex: my house.
- 5) Numeral + noun, which consists of a numeral that commonly talks about numbers like one, two, three, etc, and followed by a noun, ex: Two houses.
- 6) Noun + noun, ex: English book (noun adjunct).
- 7) Adjective + noun, ex: Old book.
- 8) Article + adjective + noun, ex: The unique book.
- 9) Article + adverb + adjective + noun, ex: A really nice book.
- 10) Quantifier/numeral/demonstrative + adjective + noun, ex: Some expensive books.³⁰

Despite differences in the accounts for internal constructions of English noun phrases, between the three models above, Greenbaum, Jumanto, and Frijuniarsi have things in common, that is the constructions of English noun phrases are the results of the arrangements of modifiers or the process of modification, before the noun head (premodification: modifier + head) or after the noun head (postmodification: head + modifier), or even both (premodification and postmodification: modifier +

³⁰ Nurul Frijuniarsi, "Pola Noun Phrase yang Umum Ditemukan dalam Abstrak Artikel Penelitian," *Deiksis* 10, no. 03 (December 17, 2018): 293, <https://doi.org/10.30998/deiksis.v10i03.2374>.

head + modifier). These are all called *general* or *standard noun phrases*, which occur in most English noun phrases.

c. The functions of Noun Phrase

Noun phrases can function in several different ways in a sentence.

Some of the most common functions of noun phrases are listed below.

1) Subject

Examples: The big house is for sale

The thick snow covered the road

2) Direct object

Examples: I want a flower

Should we buy some gifts?

3) Indirect object

Examples: John bought his little sister a doll

Mia gave her friend a surprise

4) Subject complement

Examples: My father is a farmer

My sister is a teacher

5) Object complement

Examples: I consider rabbits my favorite pet

I voted Liam as a coordinator class

6) Complement of a preposition

Examples: Disa goes to the swimming pool

Smith lives in Surabaya city

7) Pre-modifier of noun or noun phrase

Examples: Milk production is down this year

He suffers from back problems

8) Adverbial

Examples: The term finishes next week

You will not succeed that way³¹

2. Translation

a. Definition of Translation

Several experts define the definition of translation with different perspectives. According to Catford Translation is “The replacement of textual material in one language (source language) by equivalent textual material in another language (target Language).³² From this definition, we can say that a translator should be able to find the most equivalent words to replace the words of one language in another language. The textual material here can be the words, phrases, sentences, language style, and grammatical structures.

Newmark defined that “Translation is rendering the meaning of a text into another language in the way that the author intended the text.”³³ From this definition, we can say that Newmark considers a translation activity as a rendering activity that relates to the author’s intention. It means, that when we translate a text, we should think about the purpose of

³¹ Greenbaum and Nelson, *An Introduction to English Grammar*, 71.

³² Catford, *A Linguistic Theory of Translation*, 20.

³³ P. Newmark, *A Textbook of Translation* (London: Prentice Hall, 1988), 5.

the writer in the source text, and find the most equivalent words which can express that message well in the target text.

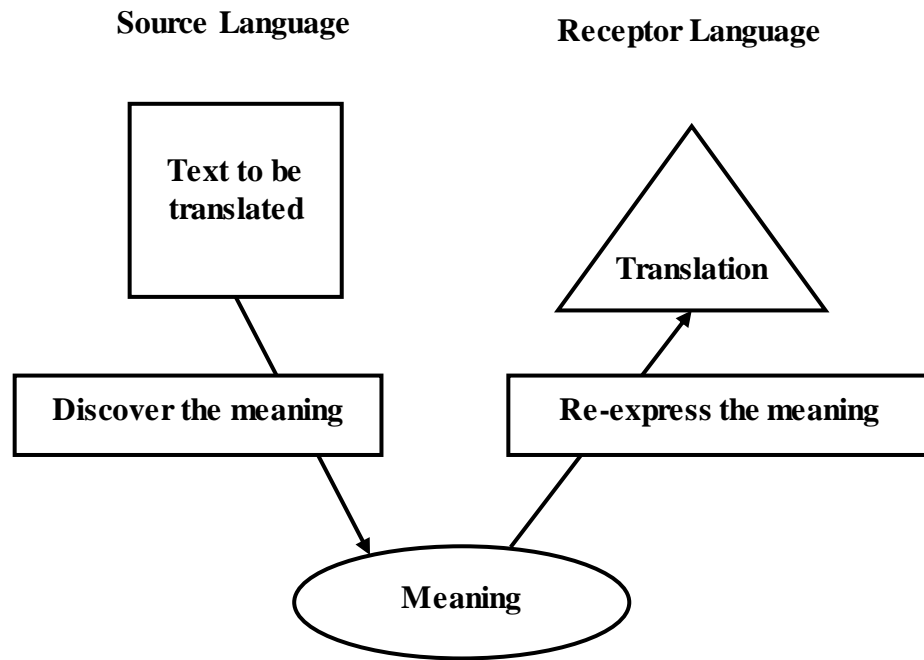
On the other hand, Nida and Taber said “Translation is rewriting the message contained in the source language into the target language to find similarities.”³⁴ Nida and Taber’s definition of translation is quite similar to what Catford mentions. The main idea is the translator can produce a translation that has a similar message as the source text. Nida prefers to say “receptor language” which is called “target language” by other translation experts.

Based on some experts above, it can be concluded that translation means changing the meaning from one language to another language while keeping the same message. The meaning of the source language text must be transferred, and an equivalent is sought as closely as possible in the target language text by incorporating comparable semantic, syntactic, stylistic, and pragmatic features. All of these components must be in line with the translation's intended purpose and orientation. The most important thing to prioritize in matching is the meaning, Which is then followed by others including the style and form of language.

b. Process of Translation

Larson in Aris Wuryantoro's book "Pengantar Penerjemahan" proposed a translation process based on meaning-oriented. The following is a diagram of the translation process according to Larson.

³⁴ Nida and Taber, *The Theory and Practice of Translation*, 2003, 12.



Source: Larson 1994

There are three main steps in the translation process, namely: 1) Observing the text in the source language, 2) discovering the meaning of the text, and 3) finding the natural equivalence of the text in the target language. The following describes each step of the translation process.

1) Observing the text in the source language

In observing the text in the source language, the translator must pay attention to the lexical elements or meaning intended in the source language text, whether it is semantic meaning or dynamic meaning. The semantic meaning is the meaning that refers to the dictionary, whereas the dynamic meaning is the meaning that refers to the situation or context contained in the text.

The translator must also master the grammatical structure influenced by the source language system. For example, English follows the M-H (Modifier-Head) system. Different from Indonesian,

which has the H-M (Head-Modifier) language system. The use of these structures is found in noun phrases.

The translator must master the communication situation that exists in the original language text influenced by other fields of knowledge. For example, terms or terminology may have different meanings from other fields of science.

In addition to the three elements above, the translator must also pay attention to the cultural context contained in the source language text. Therefore translators must master translation strategies or techniques related to cultural elements.

2) Discovering the meaning of the text

By paying attention to the above four elements, translators can find meanings that are still influenced by the source language text. The translator must decide on the intended meaning in the language text, whether it is semantic, dynamic, denotative, or connotative.

3) Re-express the meaning

After getting the meaning as intended in the source language text, the translator then re-expresses the meaning that has been obtained in the target language. To get a good translation, translators must pay attention to lexical elements, grammatical structure, communication situation, and cultural context in the target language text.³⁵

Translating a text is a complex process and consists of a series of activities. Many linguists have theorized the translation process and its

³⁵ Aris Wuryantoro, *Pengantar Penerjemahan* (Sleman: Deepublish, 2018), 36.

language to the target language and then restructured to the level in the receptor language which is mostly appropriate for the audience.

c. Kinds of Translation

Jakobson with the approach to the nature of linguistic meaning and word equivalents classified translations into three kinds, namely as follows:

- 1) Intralingual Translation or rewording of an interpretation of verbal signs by using other signs in the same language. This type of translation is often known as paraphrasing.
- 2) Interlingual Translation or actual translation is an interpretation of verbal signs using another language. For example, the source language text is Japanese and the target language text is English.
- 3) Intersemiotic Translation is an interpretation of verbal signs using nonverbal sign systems. An example is the symbol for the letter "P" crossed out on a traffic sign, which means 'no parking'.³⁷

Brislin added new insights about translation classification. According to him, translation is classified into four types based on its purpose.

- 1) Pragmatic translation is a translation that emphasizes the accuracy of information

³⁷ R. Jakobson, *On Linguistic Aspects of Translation*, in L. Venuti (Ed), in *The Translation Studies Reader* (New York: Roudledge, 2000), 115.

- 2) Aesthetic-Poetic Translation is a translation that focuses on the effective impact, emotion, and sense of value of an original language version.
- 3) Ethnographic Translation is a translation that aims to explain the cultural context between the source language (SL) and the target language (TL).
- 4) Linguistic translation is a translation that emphasizes the equality of meaning and elements of morphemes and grammatical structures in the source language (SL) and target language (TL).³⁸

Choliluddin classified the types of translation into two parts, seen from the proximity of the translation between the source language (SL) and the target language (TL).

1) Translation oriented to the source language

In this case, the translator tries to recreate the author's contextual meaning as precisely as possible, even though there are syntactic and semantic obstacles, namely barriers to form and meaning. The following is a classification of translations that are oriented toward the source language:

- a) Word-for-word translation, the word order in the source language (SL) text is maintained, and words are translated according to their basic meaning out of context.

³⁸ R. W. Brislin, *Translation: Application and Research* (New York: Garden Press, 1976), 3.

- b) Literal translation, the grammatical arrangement of the source language (SL) is converted into its equivalent in the target language (TL),
- c) Faithful translation, in this translation the cultural vocabulary is transferred and the grammatical and lexical levels are maintained. So this method tends to maintain the content and form of the source language (SL)
- d) Semantic translation, a translation that takes into account the aesthetic elements of the source language text (SL), and creativity within reasonable limits. This translation is more flexible than faithful translation.

2) Translation oriented to the target language

In this case, the translator seeks to produce relatively the same impact as expected by the original author on the reader of the target language version. The translation classification is oriented towards the target language, as follows:

- a) Adaptation translation, this translation is considered free and closest to the target language (TL). Here a cultural shift occurs from the source language (SL) to the target language (TL) and the text is rewritten and adapted into the target language (TL).
- b) Free translation, translation back without looking at the original text, usually a paraphrase so it can be shorter or longer.
- c) Idiomatic translation, the message of the source language (SL) is conveyed again, but there is a deviation in meaning. This occurs

because the translation uses everyday vocabulary and idioms. The vocabulary does not exist in the source language (SL) but can be used in the target language (TL).

d) Communicative translation, translation seeks to convey the contextual meaning of the source language (SL) in such a way that the content and language are acceptable and understandable to the target language (TL) reader world. This translation is often considered the ideal translation.³⁹

2. Translation Shift

In maintaining the meaning, the translator shifts the translation to adjust grammar rules and equivalents so that the translation can be easily understood by readers in the target language (TL). Translation shift was first introduced by Catford in 1965. Translation shift according to Catford is a departure from formal correspondence in the process of going from the source language to the target.⁴⁰ The word ‘formal’ in ‘formal correspondence’ comes from the word ‘form’, which means ‘linguistic form’, so it can also be translated into linguistic form similarities.⁴¹ Catford also stated that formal correspondence refers to the similarities of linguistic categories in two different languages (units, classes, structures, structural elements, etc.), which can exchange places in the ‘same position’.⁴² Every word in the source

³⁹ Choliluddin, *The Technique of Making Idiomatic Translation* (Jakarta: Keisant Blanc, 2005), 205.

⁴⁰ Catford, *A Linguistic Theory of Translation*, 73.

⁴¹ Yosa Abduh Alzuhdy, “ANALISIS TRANSLATION SHIFT DALAM PENERJEMAHAN BILINGUAL BAHASA INGGRIS – BAHASA INDONESIA,” *Diksi* 2, no. 22 (September 1, 2014): 186, <https://doi.org/10.21831/diksi.v2i22.3188>.

⁴² Catford, *A Linguistic Theory of Translation*, 27.

language has an equivalent that formally corresponds to the same word in another language. Nevertheless, if there is no formal correspondence between the source language (SL) and the target language (TL), translation shifts will occur. Catford categorized translation shifts into two types: level shifts and category shifts.⁴³

a. Level Shift

Levels shift refers to a source language item at one linguistic level that has a target language translation equivalent at a different level.⁴⁴ In other words, it is simply a shift from grammar to lexis and vice versa.

Example:

(SL): I am sweeping the floor

(SL): Saya sedang menyapu lantai

It is found that the grammatical *to be + ing* (pattern of present continuous tense in English) in the source language is translated into '*sedang*' in the target language. So the level shift in the translation is indicated by grammar in the source language is translated into lexis in the target language.

Example :

(SL): I have gone shopping

(TL): I telah pergi berbelanja

It means that a grammatical order in a language (for example, the formation of the English perfect tense with the pattern *have+Vb3*), due to

⁴³ Catford, 73.

⁴⁴ Catford, 73.

grammatical differences, will have to be translated into a word level (lexis) in another language (for example, in Indonesian, using the word '*telah*' or '*sudah*').

b. Category Shift

Category shift refers to rank-bounded and unbounded translation. Rank-bound translation, the selection of the TL equivalence is limited to only one rank, such as morpheme for morpheme, word for word, etc. This type will lead to bad translation in which the TL text is either not a normal TL form at all, or is not relatable to the same situational substance as the SL text. Whereas unbounded translation means that the translator is free/untied to move through the rank scale, potentially seeking equivalence on the ranks of morphemes, words, etc.⁴⁵ This shift is divided into four types (1) structure shift, (2) class shift, (3) unit shift, and (4) intra-system shift.

1) Structure Shift

Structure shifts are among the most frequent category shifts at all ranks in translation, they occur in phonological and graphological translation as well as in total translation.⁴⁶ Structure shift is the changing of a word sequence in a sentence because the source language and the target language have different elements of structure, but both have the same formal correspondence. So The change of position of the source language in the target language is called structure shift.

⁴⁵ Catford, 76.

⁴⁶ Catford, 17.

Example 1:

SL: Green grass
Adj (M) N (H)

TL: Rumput hijau
N (H) Adj (M)

Example 2:

SL: The pen
Det (M) N (H)

TL: Pensil itu
N (H) Det (M)

In example 1, the structure shift occurs in a phrase; the source language structure in English is '*Green (M) + grass (H)*', whereas in Indonesian it is '*Rumput (H) + hijau (M)*'. In example 2, the structure shift occurs in a sentence; in English, the structure is '*The (M) + pen (H)*', while in Indonesian, it becomes '*Buku (H) + itu (M)*'. As a result, both imply a grammatical shift from the construction M-H (Modifier + Head) to H-M (Head + Modifier).

2) Class Shift

Class shift is a shift that occurs when the translation equivalent of an SL item is a member of a different class from the original item. It means that SL has a different class from TL.⁴⁷ DeCapua divided word classes into eight types. These are Nouns, Verbs, Adjectives, adverbs, prepositions, pronouns, conjunctions, and determiners.⁴⁸ The first four word classes are referred to as major classes or content words because

⁴⁷ Catford, 78.

⁴⁸ Andrea Decapua, *Grammar for Teachers: A Guide to American English for Native and Non-Native* (New York: Springer, 2008), 27.

those contain semantic information in sentence structure, whereas the following four are referred to as minor classes or structure words since they have a larger role in producing grammatically correct sentence structures. Here is an example of a class shift.

Example

SL: Mechanical Engineering (adjective)

TL: Teknik mesin (noun)

In the example above, the word '*mechanical*' in the phrase is an adjective, but in its translation in Indonesian the adjective '*mechanical*' changes its function into the noun '*teknik*'. There is a class shift in the translation because the translation equivalent of the adjective '*mechanical*' in the source language is the noun '*teknik*' in the target language.

3) Unit Shift

A unit shift is a change of rank, a departure from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL.⁴⁹ According to Machali, every language contains a grammatical pattern or system, as well as word morphemes, phrases, clauses, and sentences.⁵⁰ If the shift occurs from a lower unit to a higher unit, for example, a morpheme in SL changes to a word in TL, it is called an upward rank shift. In contrast, if the shift occurs from a higher unit to a lower unit, for example, there

⁴⁹ Catford, *A Linguistic Theory of Translation*, 79.

⁵⁰ Rochayah Machali, *Pedoman Bagi Penerjemah* (Jakarta: Grasindo, 2000), 20–23.

is a phrase in SL and then in TL it changes class to a word, then it is called a downward rank shift.⁵¹ Here are examples of a unit shift.

Example 1:

SL: Ultimate betrayal

TL: Pengkhianatan

Example 2 :

SL: Bed

TL: Tempat tidur

In example 1, there is a unit shift called a downward rank shift. This is possible because the phrase '*Ultimate betrayal*' is translated into the word '*Pengkhianatan*' in the target language from the source language. In example 2, there is a unit shift called the upward rank shift. This occurs when the word '*Bed*' in the source language gets translated into the phrase '*Tempat tidur*' in the target language.

4) Intra-System Shift

Intra-system shift refers to those changes that occur internally within a system. The equivalence is said to occur at a non-corresponding term in the TL system.⁵² All languages have their systems of numbers, deixis, articles, etc. Intra-system shifts happen for example when a term is singular in the source language and its textual equivalent is plural in the target language, or vice versa (a change in number even though the languages have the same number system).

⁵¹ Alzuhdy, "ANALISIS TRANSLATION SHIFT DALAM PENERJEMAHAN BILINGUAL BAHASA INGGRIS – BAHASA INDONESIA," 189.

⁵² Catford, *A Linguistic Theory of Translation*, 80.

Example 1:

SL: Black eyes

TL: Mata hitam

In Indonesian, the plural form is generally indicated by a repetition of the word. According to the example, the word 'eyes' has a formal Indonesian equivalent of '*mata-mata*'. The Indonesian language system, on the other hand, transforms it to a singular form '*mata*' with no duplication in the example above.

Example 2:

SL: A cat is cute animal

TL: Kucing adalah binatang lucu

In English, the determiner 'a' in the source language is a generic reference. In the Indonesian language, it has a corresponding system. It can be translated into '*seekor*'. For the sake of acceptable translation in the target language, although it has a corresponding system, the determiner 'a' is not translated into the Indonesian language.

3. Translation Accuracy

Nababan stated that accuracy is a term used in evaluating translations to refer to whether source language and target language text are equivalent. The concept of equivalence refers to the similarity of content or message between the two languages.⁵³ In the translation theory literature, we can use

⁵³ Mangatur Nababan, Ardiana Nuraeni, and Sumardiono, "PENGEMBANGAN MODEL PENILAIAN KUALITAS TERJEMAHAN," *Kajian Linguistik dan Sastra* 24, no. 1 (2012): 44.

several translation techniques to solve problems equivalent. Two of them are deletion and addition. These two strategies aim to provide an acceptable and understandable translation to target readers, rather than to reduce or add information as we wish. In the practice of translation, translation techniques, the addition is intended to make things clearer or to clarify a language concept source, especially if the concept does not have one-to-one correspondence within the target language.

So, accuracy is related to the equivalence of meaning between the source language and the target language. This equivalence also refers to the concept or message as a whole rather than word-by-word translation. In this context, accuracy refers to the quality of a translation that correctly, precisely, and truthfully transmits information or messages from the source language with the author's intentions. According to Nababan, the aspects can be rated by the scale of accuracy below.⁵⁴

1) Accurate

The meaning of the words, technical terms, phrases, clauses, or sentences is accurately transferred from the source language into the target language; with no distortion of meaning.

Example: SL: The game is over

TL: Permainan itu sudah selesai

The translation above is accurate according to its message because the meaning of each word from the SL is transferred accurately into the

⁵⁴ Nababan, Nuraeni, and Sumardiono, 50.

TL. The phrase ‘The game’ is translated to ‘permainan itu’ and ‘is over’ is translated to ‘selesai sudah’.

2) Less accurate

Most of the meaning of words, technical terms, phrases, clauses, or sentences of the source language has been transferred accurately to the target language. However, there is still a distortion of meaning or having double meaning (ambiguous) or there are still some omission meanings or additions, which disturb the integrity of the message.

Example: SL: She could barely eat

TL: Dia tidak bisa makan

The translation result above is less accurate. The word ‘She’ is translated accurately with the word ‘dia’ and ‘eat’ with the word ‘makan’, but the word ‘barely’ with the translation ‘tidak bisa’ is less accurate, it should be ‘hampir tidak bisa’.

3) Inaccurate

Meanings of words, technical terms, phrases, clauses, or sentences of source language inaccurately into the target language or deleted the important information in the source text.⁵⁵

Example: SL: Let’s call it a day

TL: Mari kita sebut satu hari

The translation result above is not accurate. The translation ‘sebut satu hari’ does not contain the meaning of ‘call it a day’. There is a distortion in the meaning caused by a mistranslation of the phrase ‘call it a

⁵⁵ Nababan, Nuraeni, and Sumardiono, 50.

day' which is an idiom. As far as we know, the word-by-word interpretation of this phrase does not convey its meaning. Idioms have a universal meaning that differs from the word's true meaning.

4. Movie

a. Definition of Movie

When we have spare time, one of the possibilities that we frequently consider is watching a movie. Everyone is probably familiar with this term. The cinema era has also advanced significantly; moviegoers may now not only watch it on television but also use gadgets to view it. People may enjoy and relax their brains in daily life by viewing movies.

A movie, according to Hornby, is a collection of moving images that are captured with sound and shown on the television or in a theater.⁵⁶ Merriam-Webster said that a Movie is a recording of moving images that tell a story and that people watch on a screen or television.⁵⁷ The story is adapted from novels, books, and many other text literature formed into to scenario and is rewritten into the movie script.

The movie makes a significant contribution to education. The teaching and learning processes can benefit greatly from the use of movies, particularly in the teaching of the English language. It has been demonstrated that subtitled movies are more successful in enhancing general auditory comprehension. Students who use movies to study

⁵⁶ A. S. Hornby, *Oxford Advanced Learner's Dictionary* (UK: Oxford University Press, 2005), 573.

⁵⁷ Merria Webster, *Merriam Webster's Collegiate Encyclopedia* (USA: Merriam Webster Inc, 2000), 1106.

foreign languages have shown gains in vocabulary mastery, motivation, word recognition, reading, and listening comprehension.

b. Kinds of Movie

There are many kinds of movie genres. A genre is a word for a type of movie or a style of movie. there are some main movie genres, such as the following :

1) Action Movie

It is a movie where action sequences, such as fighting, stunts, car chases, or explosions, take precedence over elements like characterization or complex plotting. The action typically involves individual efforts on the part of the hero, in contrast with most war films. Examples of action movies such as Tenet, No Time No Die, Army of The Dead, etc.

2) Comedy

Comedies are light-hearted plots consistently and deliberately designed to amuse and provoke laughter (with one-liners, jokes, etc) by exaggerating the situation, the language, action, relationship, and characters. Examples of comedy movies such as Ted Lasso, Shrinking, Annie Hall, etc.

3) Horror

Horror movies are designed to frighten and invoke our hidden worst fears, often in a terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience. Examples of

horror movies such as *The Walking Dead*, *The Menu*, *Evil Dead Rise*, etc.

4) Musical

Musical or dance movies are cinematic forms that emphasize full-scale scores or song and dance routines in a significant way (usually with a musical or dance performance integrated as part of the movie narrative), or they are movies that are centered on combinations of music, dance, song, or choreography. Examples of musical movies such as *Peter Pan & Wendy*, *Escanto*, *Moana*, etc.

5) Science Fiction

Sci-fi movies are often quasi-scientific, visionary, and imaginative complete with heroes, aliens, distant planets, impossible quests, improbable settings, fantastic places, great dark and shadowy villains, futuristic technology, unknown and unknowable forces, and extraordinary monsters (things or creatures from space), either created by mad scientists or by nuclear havoc. Examples of sci-fi movies such as *The Flash*, *Superman & Lois*, *The Hunger Games*, etc.⁵⁸ This research chose the *Monster Inc.* movie 2001 as the subject to obtain the data.

⁵⁸ Tim Dirks, "Main Film Genres," accessed April 15, 2023, <https://www.filmsite.org/genres.html>.

c. The Monster Inc. Movie 2001



Source: Pinterest

Monster Inc. is a computer-animated movie produced by Pixar Animation Studios. This movie was directed by Pete Docter, Lee Unkrich, and David Silverman. This movie premiered in the United States on November 2, 2001. This movie quickly moved to the top of the Pixar movies. The duration of the movie is 1 hour 32 minutes. Many different genres are represented in Monster Inc. movie, including fantasy, humor, and action. Monster Inc. is one of the animated movies with a unique topic and concept, which has received a lot of appreciation and successful at the box office. The existing characters are also unique and are based on a monster's life. In contrast to how monsters are typically shown, in this

movie they are seen from a new perspective. This movie is worth watching for all people, not just children.⁵⁹

a) Voice Cast and Character in *Monster Inc.* Movie 2001

- 1) John Goodman as Sulley
- 2) Billy Crystal as Mike Wazowski
- 3) Mary Gibbs as Boo
- 4) Steve Buscemi as Randall Boggs
- 5) Frank Oz as Jeff Fungus
- 6) James Coburn as Henry J. Waterhouse
- 7) Jennifer Tilly as Celia Mae
- 8) Bob Peterson as Roz
- 9) John Ratzenberger as Yeti
- 10) Bonnie Hunt as Ms. Flint
- 11) Jeff Pidgeon as Thaddeus Bile
- 12) Daniel Gerson as Needleman
- 13) Steve Susskind as Jerry Slugworth
- 14) John Ranft as Peter "Claws" Ward
- 15) Phil Procter as Charlie

b) The Writer

One of the writers of the *Monsters Inc.* movie is Peter Hans Doctor. He was born on October 8, 1968, and is a director, screenwriter, animator, producer, and voice-on-screen character from Bloomington,

⁵⁹ "*Monsters, Inc.*," in *Wikipedia*, April 7, 2023, https://en.wikipedia.org/w/index.php?title=Monsters,_Inc.&oldid=1148707988.

Minnesota, United States. He is the son of the couple Rita Margaret (Kanne) and David Reinhardt Doctor. Both of his parents worked in the music industry. His mother taught music, whereas his father was a choirmaster at Normandale Community College. Doctor has two sisters, Kristen Doctor, a violinist in the Cavani String Quartet, and Kari Doctor, a cellist in the Metropolitan Opera.

In 1990, after Doctor's graduation, Pixar looked for a third animator (after John Lasseter and Andrew Stanton). Through this opportunity, Lasseter reached an old friend who was a teacher at the California Institute of the Arts and recommended recruiting Peter Doctor. He continued his career at Pixar until he got the opportunity to lead the production of the movie "Monster Inc." Before creating his movie, he came up with a curious thought and, at that point shared it with his colleagues. The thought offers a childhood fear of a monster hiding. He chose to tell the monster, where it came from and for what, but he got a negative response. Much appreciated for the birth of his girl, Doctor got inspired and managed to create a movie that tells the story of a monster who takes care of a human child.

Peter Doctor is known for directing movies such as Monster Inc., Up, and Inside Out. Peter Doctor is also one of the important figures at Pixar. He has won several awards and nominations, including six Academy Award nominations (two of which won for the movies "Up" and "Inside Out"), three nominations for a best-animated movie at the

British Academy of Film and Television (two of which won), and three nominations for best direction at the Annie Awards (two of which won).

c) The Synopsis of Monster Inc. Movie 2001

The plot takes place in Metropolis, a city populated by monsters. Metropolis is not a part of the human world, but it may be accessed through a child's cupboard door. When a door is properly activated, it transforms into a doorway between the monster and human worlds. Monster Inc., a company that hires monsters to scare kids and gather energy from their screams, provides all of the city's electricity. James P. Sullivan or Sully and his closest friend Mike Wazowski are the company's greatest scarers. Metropolis faces an energy problem because kids are more difficult to scare than ever before.

However, a disaster occurred when one of the children from the human world, namely Boo, entered Monsters Inc's world and shocked all of the monsters there. Then, Sullivan and Mike try to return Boo to the human world in Boo's rightful room. All of their efforts were stopped by Randall, the lizard monster who attempted to kidnap Boo to directly extract energy from her screams. Unexpectedly, the company's owner, Henry J. Waterhouse, also followed Randall's strategy by trying to kidnap Boo to compensate for the company's decreasing income.

Sully and Mike eventually defeat Randall and his cronies, who are then captured by CDA officials. Finally, Sully, Mike, and Roz were able to get Boo back to where she belonged, in the human world by using a cupboard door that led to her room. To ensure that no more monsters

would come to visit Boo, Roz tore the door to pieces. The wood chips serve as a reminder for Sully. Then Sully becomes CEO of Monster Inc., and the company overcomes the energy issue by making human children laugh rather than scare them. Meanwhile, Mike has reassembled the pieces of the torn-up boo door. The door reactivates as Sully inserts his piece, and he smiles when he peers inside Boo's room.