CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Review of Related Theories

In this second chapter, the researcher will review related theories that are used in this study. It will start from the definition and process of a subtitle in a movie.

2.1.1 Definition of Translation

The meaning of translation is depending on the experts. According to **(Catford, 1965, p.20)** said "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". In other words, it refers to the process of changing the texts from one language to another one while keeping the same meaning.

Another one from **(Nita and Taber, 1982)**, can be defined as transferring a language into another, the translator should maintain the meaning as equally as possible in both languages. It means the words might be changed, however, it is important to share the same context from both languages. In simpler words, the goal is to ensure that person who read or hear the translation understands the same thoughts and sensations as those who understand the original language. This may involve using different words or phrases to communicate the same concept in the target language, but the message's essence should remain unchanged.

(Newmark, 1988) elaborates "Translation can be defined as rendering the meaning of the text". By his statement, translation means understanding the texts without changing the original meaning of the texts.

A translator should deliver the messages from Source Language (SL) to Target Language (TL). Most of the time, it is a common issue when a translator finds difficulties in getting the

structure into the target language (TL). Thus, a translator also makes a few replacements or shifts to get the natural result. **Catford *is*** also divided into several types, as follows:

1. Level Shift

Each language in the world creates different results for translating. Catford (1965, p.73) stated level shift is a source language (SL) item at one linguistic level that has a target language (TL) translation equivalent at a different level. For example, the English progressive tense (-ing) will be translated as *sedang* in Bahasa Indonesia. In this case, progressive tense refers to the grammatical level meanwhile *sedang* refers to the lexis level.

SL: Anna is eating fried chicken.

TL: Anna sedang makan ayam goreng.

In the English language, had + past principle refers to the grammatical form that shows past actions that were already done before some other activities happened. In other words, if some word in the target language (TL) is translated into *telah* then it refers to lexical form.

SL: Johnny had taken the shower.

TL: Johnny telah mandi.

2. Category Shift

The translation term used in this category is unbounded and rank-unbounded. Rank-bound translation refers to a specific type of translation where the equivalence or similarity between the original and translated text is limited to the unit language below the level of full sentences. In other words, it means the translator can focus on translating individual words, phrases, or clauses. Meanwhile, unbound translation means the translator can focus on any part

of the original text such as sentence, phrase, and word. This category shift is also divided into four types, as follows:

a. Structure Shift

It refers to a grammatical difference between the structures of the SL and the TL. Catford (1965, p.77-78) explained that structure shift is the changing of arrangement in the word order in the formation of phrase, clause, and sentence.

Example:

SL: small restaurant

TL: restoran kecil

From the example above, we can tell that the noun phrase in the source language consists of modifier (small) + head (restaurant). Moreover, in the target language, it consists of a head (restaurant) + modifier (kecil).

b. Class Shift

Normally, a class shift has a meaning where a word in the source language has a different class in the target language. In English, there are eight-word classes such as nouns, verbs, adjectives, adverbs, prepositions, pronouns, conjunctions, and determiners. Based on Catford (1965, p78) stated that a class shift is required when structure shifts happen. For example, a word that is a noun in the source language will be a verb in the target language.

Example:

SL: medical student

TL: mahasiswa kedokteran

From the example above, it can be concluded that the phrase "medical student" is a part of adjective + noun and meanwhile, when it is translated to Bahasa Indonesia, it changed as a part of noun + noun.

15

c.   Unit Shift

It can be defined as a change in the linguistic unit when it is translated into another

language or target language. Catford (1965, p.79) also explained that unit shift means the

departure from formal correspondence in which the translation equivalent of a unit at one rank in

the source language (SL) is a unit at a different rank in the target language (TL). For example, a

phrase in the source language is possible to be translated to the clause in the target language.

Example:

SL: smart girl

TL: gadis yang pandai.

d.   Intra-system Shift

It refers to a type of translation shift that occurs within the language system of the target

language. Catford (1965, p.7) stated that intra-system shift is the shift that happens internally

within a system. For example, such as number system (singular/plural), tense.

Example

SL: boy

TL: anak-anak

2.1.2 Subtitle

Study claims subtitle has one of the most important roles in a movie or film especially

when the audiences put their interest in a foreign movie. Without subtitles, the audiences tend to

not understand the plot of the story and it will lead them to confusion. Subtitles strongly plays an

important role in making foreign movies more accessible and enjoyable to audiences all over the world. When watching a movie in a language that is not familiar to the audience, subtitles provide a bridge for understanding the dialogue and storyline, allowing viewers to immerse themselves fully in the cinematic experience.

Recently, as technology improving all these years, subtitles have become increasingly prevalent and accessible across various streaming platforms. Streaming services like Netflix, Apple TV, HBO GO, Disney+, and many others offer multilingual subtitles for a wide range of content. This inclusivity enables people from diverse linguistic backgrounds to enjoy movies and shows from different cultures without feeling left out or confused.

Furthermore, subtitles can benefit language learners by providing an opportunity to develop their language skills by watching a movie and having fun. Audiences can improve their knowledge and familiarity with the language by reading subtitles in the target language and listening to the original conversation.

2.1.3 The Synopsis of Luca

While living under the sea for years, Luca gained an interest in human life and his curiosity led him to meet another young sea monster named Alberto. After building a chemistry of friendship between them, Luca follows Alberto to the land and they transform into a human.

Being in the land create the biggest change in their life as Luca discovers more of his interest such as liking a Vespa. All this time, Luca keeps his secret before his family finds out and starts to worry about Luca's safety. His ambition toward owning the Vespa leads both of them to join a Portorosso Cup Triathlon by expecting to use the money to buy a Vespa. In the middle of the process, both Luca and Alberto also build a friendship with a girl named Giulia.

Their friendship is not the smoothest one either. However, after several issues were

created, they were finally able to solve each of the problems. In the end, after receiving the reward of winning the Portorosso Cup Triathlon, Alberto revealed that he sold the Vespa that they bought to buy a train ticket for Luca to go to school with Giulia, as he finds learning something new is an amazing thing to do. On the other ways, the locals in Porto find that sea monsters do not even harm others.

2.2 Previous Studies

This research is related to previous research in the same case.

The first study is titled "*Category Shift in Translating English Noun Phrase into Indonesian as Seen in Atwood's The Handmaid's Tale*" (2021) written by Indah Pratiwi from Universitas Gadjah Mada. The study focused on discussing the structure of English noun phrase and their Indonesian translation and also finding out the kinds of category shifts of English-Indonesian noun phrases in Atwood's *The Handmaid's Tale* which was translated into Bahasa Indonesia as Kisah Sang *Handmaid*. This study used a descriptive-qualitative way. The theories from Halliday & Matthiessen (2014) and Moeliono et al (2017) were used for English noun phrases and Indonesian noun phrases. Meanwhile, the translation shift was analyzed using Catford's (1965) theory. The researcher found a significant distinction between English and Indonesian noun phrase structure as most of the elements of the English determiners and pre-modifier in noun phrase structure become Indonesian post-modifier elements. However, there is an exception for quantitative numerative and numerical phrases. The analysis further showed the category shift that happened in this translation. Structure shift is the widest category shift that occurs as much as 46.6%. On the contrary, the class shift is the least frequent (9.5%). Among them, there is a unit shift (18.4%) and an intra-system shift (25.5%).

The second study is *"Indonesian-English Translation Shift Found in The Subtitle Of Laskar Pelangi Movie"* (2014) written by Mujiani Saputri from Universitas Brawijaya. This study focuses on the translation shift that occurred in the English subtitle of the *Laskar Pelangi Movie*. A qualitative approach used in this study as it is focuses on analyzing the Indonesian utterance produced by the character of *Laskar Pelangi* movie. The researcher also states the data is analyzed by using Newmark's (1988) theory. According to 275 Indonesian utterances, the researcher found 203 utterance which contains shift; also consists of 57 utterances belonging to type 1, 8 utterances belonging to type 2, 30 utterances belonging to type 3, and 108 utterances belonging to type 4.

The third study is *"The Impact Of Translation Shift and Method on Translation Accuracy Found at Bilingual History Textbook"* (2018) written by Kammer Tuahman Sipayung. This study focuses on figuring out the dominant of translation shift, method, and the impact of dominant shift and method on the accuracy translation aspect. A descriptive qualitative method is being used in this research. The finding of this study shows the dominant shift is unit shift 58,33%, structure shift 30%, class shifts 7,77%, and intra-system shift 3.88%. Moreover, the dominant translation method is free translation: at 57.57%, communicative translation: at 19,69%, adaptation translation at 13,63%, and semantic method at 9,09%.

2.3 Theoretical Framework

This research focuses on finding the dominant translation shift in *Luca* movies from English to Indonesian subtitles. On this occasion, the researcher uses the theory proposed by Catford (1965). The theory is divided into two major types, as follows level shift and category shift. Category shift can also be divided into several types, such as structure shift or a shift of grammatical structure, class shift or shift of word classes, unit shift or shift of rank, and intra-system shift or shift of internal system of the languages.

A. Level Shift

Every language has several ways to state a word or expression, level shift happens when the source language has a different level from the target language. Based on Catford (1965, p.73) explains level shift as a source language item at one linguistic level has a target language translation equivalent at a different level.

For example, "Naina is eating her fried chicken" in English will be translated as "Naina sedang makan ayam goreng" in Bahasa Indonesia. The present continuous tense in English belongs to the grammatical level, meanwhile *sedang* in Bahasa Indonesia belongs to the lexis level. In the English sentence, "Naina is eating her fried chicken," the present continuous tense ("is eating") is used to indicate an action that is currently happening at the moment of speaking. The grammatical structure of the sentence reflects this tense. When translated into Bahasa Indonesia, the sentence becomes "Naina sedang makan ayam goreng." Here, "sedang" is a Bahasa Indonesia word that serves a similar function to the present continuous tense in English. It indicates an ongoing action that is happening at the time of speaking.

It is important to recognize that level shifts are frequent and normal also natural occurrence in multilingual communities. They reflect the fluidity and flexibility of language use and can enhance communication depth and richness. The frequency and intensity of code-mixing, on the other hand, can vary depending on the environment and the individuals engaging in the discourse.

B. Category Shift

According to Catford (1965, p.76), a category shift is a departure from formal correspondence that occurs on those fundamental categories. In translation, "formal correspondence" refers to the direct matching or equivalence of linguistic elements between the source language (the original language of the text) and the target language (the language into which the text is being translated). Moreover, in many cases, languages have different grammatical structures, word classes, and

syntactic arrangements, which can make it difficult to maintain a one-to-one correspondence between all elements. Furthermore, category shift is also divided into several types, as follows:

- Structure Shift

Catford (1965, p.77-78) explains structure shift is a changing of arrangement in the word order in the formation of phrase, clause, and sentence. Normally, the change in word order typically occurs when two languages with different elements of structure come into contact or when a bilingual individual switches between two languages. When people of different languages communicate, they frequently need to find the strategies to effectively convey meaning despite differences in their language structures systems. This may result in structure shift when they strive to match their phrases with the grammar and syntax of the target language.

Example   :

SL   : Pabrik Mainan.

TL   : Toy Factory.

From the example above (Alzhudy, 2014) explains, there is a slight change of structure shift from head + modifier in the source language to modifier + head in the target language. In the source language (SL), "Pabrik Mainan," the word order follows the pattern of "head + modifier." "Pabrik" is the head, and "mainan" is the modifier. The head is the main noun or central element of the phrase, while the modifier provides additional information about the head. In the target language (TL), "toy factory," the word order changes, and it follows the pattern of "modifier + head". "Toy" is the modifier, and "factory" is the head.

The shift from "pabrik mainan" (head + modifier) to "toy factory" (modifier + head) is an example of a structure shift that occurred during translation. This type of shift is quite common in translation because different languages often have different word order preferences and rules.

- Class Shift

    In English, there are eight classes of words such as nouns, verbs, adjectives, adverbs, prepositions, pronouns, conjunction, and determiner. Catford (1965, p.78) says class shift usually occurs when the translation equivalent of a source language item is a member of a different class from the original item.

    Because different languages have different word class systems, and a word in one language may not have a direct equivalent word class in another, class shift is frequently required during translation.

    - Noun

        A noun is a word that categorized to a specific person, idea, place, or thing. Nouns can be the subject of a sentence (the person or thing doing the action) or the object of a verb (the person or thing impacted by the action). Furthermore, there are numerous types of nouns as well. Common nouns (used to refer to nonspecific individuals, concepts, places, or things), proper nouns (used to refer to specific persons, concepts, places, or things), and collective nouns (used to refer to a collection of people or things) are all examples of nouns.

        Example:

        a) Common Noun:

            I have never read that **book**

        b) Proper Noun

Anna lives in **San Fransisco**

c) Collective Noun

The band only played for a few new songs

- Pronoun

A pronoun is a word used in place of a noun. Pronouns are often used to refer back to an antecedent (a previously mentioned noun) and must show good pronoun-antecedent agreement. Pronouns, like nouns, can refer to persons, places, ideas, and things. Personal pronouns (used in place of a person's proper name), demonstrative pronouns (used to refer to specific things and indicate their relative position), and interrogative pronouns (used to introduce questions about things, people, and ownership) are all types of pronouns.

Example:

a) Personal Pronoun

You should come study with **me**

b) Demonstrative Pronoun

Those cookies are my mother's

c) Interrogative Pronoun

Who wants to join me to visit grandmother next summer?

- Verbs

A verb is a term that represents an action (for example, "jump"), occurrence (for example, "become"), or state of being (for example, "exist"). Verbs describe what the sentence's subject is doing. At least one verb must be present in every entire sentence. Verbs can

change form depending on subject (e.g., first person singular), tense (e.g., past simple), mood (e.g., interrogative), and voice (e.g., passive voice).

Examples

a) Regular Verb

I **called** you but you did not answer

b) Irregular Verb

I **felt** tired after two hours of exercise

- Adjectives

A noun or pronoun is described with an adjective. Adjectives can be attributive, appearing before a noun (for example, "a blue sweater"), or predicative, coming after a noun with a linking verb like as "to be" (for example, "the sweater is blue"). Moreover, adjectives can also have a comparative function. Comparative adjectives compare two or more things. Superlative adjectives describe something as having the most or least of a specific characteristic.

Examples:

a) Comparative adjectives

My new house is **bigger** than the old one

b) Superlative adjectives

That's **the best** movie I have ever seen this month

- Adverbs

A verb, adjective, adverb, or sentence can be modified by an adverb. Although not all adverbs have this ending, and not all words with this ending are adverbs, adverbs are often produced by adding "-ly" to the end of an adjective (e.g., "slow" becomes "slowly").

Examples:

a) Adverb of Manner

   She **dances** well

b) Adverb of Degree

   John runs **quite** quickly

c) Adverb of Place

   They built a park **nearby**

- Preposition

   A preposition is a word (for example, "at") or phrase (for example, "on top of") that shows the link between the various elements of a sentence. Prepositions can be used to represent time, location, and direction.
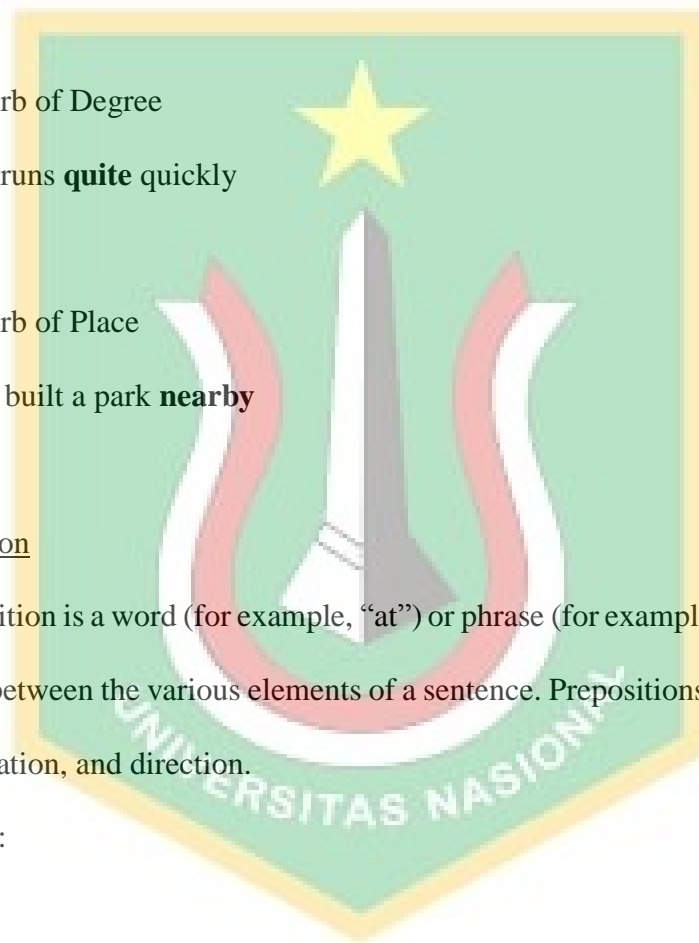
   Example:

a) Time

   The party will be started **at** 7 pm

b) Place

   I left the pencil **on** the table

c) Direction

25

She walks **to** her neighbor's house

- Conjunction

A conjunction is a word that connects various parts of a sentence (for example, words, phrases, or clauses). Conjunctions play an important part in the construction of cohesive and well-structured sentences by connecting related concepts or elements.

Example:

a) Coordinating Conjunctions

You can eat your cake with a spoon **and** fork

b) Subordinating Conjunctions

Marco is not going to the class **because** he is feeling sick

c) Correlative Conjunctions

I will **either** go out for breakfast or **stay** at home

- Determiner

A determiner is a word that describes a noun by indicating quantity, possession, or position relative to another noun. Demonstrative determiners (used to show a noun's relative location), possessive determiners (used to express ownership), and quantifiers (used to indicate the quantity of a noun) are all common forms of determiners.

Example:

a) Demonstrative Determiner

This blanket is comfortable **than** that one

b) Possessive Determiner

My sister is selling **her** old books

c) Quantifier Determiner

Many friends of mine have part-time jobs

Example Class Shift   :

SL   : Medical Student

TL   : Mahasiswa Kedokteran

Based on the example above, the phrase "medical student" in the source language refers to adjective + noun, meanwhile the phrase "mahasiswa kedokteran" in Bahasa Indonesia refers to noun + noun. In English source language, the adjective "medical" describes the type or field of the noun "student," specifying that the person is a student studying medicine or pursuing a medical degree. Meanwhile in Bahasa Indonesia target language, the word "mahasiswa" refers to a student in general, and "kedokteran" explains that the student is studying medicine or is in the field of medicine.

The discrepancy in word order between the two languages is due to differences in their grammatical structures. To describe nouns, English often utilizes "adjective + noun" constructions, whereas Bahasa Indonesia frequently uses "noun + noun" constructs to express the type or scope of the word.

- Unit Shift

Catford (1965, p.79) says the 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 source language is a unit at a different rank in the target language.

Examples   :

SL   : Beautiful Woman.

TL   : Dia wanita yang cantik.

The example above shows the phrase "beautiful woman" in the source language is translated as "dia wanita yang cantik" in the target language. It explains the changing from a phrase into a larger unit, the clause. The word 'dia' means 'she' or 'her' in English. This is a pronoun that represents the subject of the clause in the target language. The word 'wanita' means 'woman' in English. This is a noun, which serves as the main subject complement in the target language clause. The word 'yang' is a relative pronoun, similar to 'who' or 'that' in English. It links the noun 'wanita' (woman) to the following adjective 'cantik' (beautiful). Then, the word 'cantik' means 'beautiful' in English. This is an adjective that modifies the noun 'wanita' (woman).

During translation, the change from a short phrase to a bigger clause is common, especially when there are linguistic variances between the source and target languages. In this instance, extra elements such as pronouns or relative pronouns may be required by the target language to form grammatically valid and natural-sounding sentences. As a result, the translation becomes a clause, a more comprehensive grammatical unit in the target language.

- Intra-System Shift

Based on Catford (1965, p.7) explains a system is a finite set of alternants, among which a choice must be made. He also adds that intra-system shift occurs internally, within a system and refers to those cases where source language (SL) and target language (TL) possess a system that approximately corresponds formally to their constitution.

Intra-system shift is important to understand in translation because it demonstrates that, while languages may share fundamental similarities, the exact rules and practices for applying those structures might differ. To guarantee accurate and suitable translations that respect the linguistic

aspects of both the source and target languages, translators must be aware of these intra-system shifts.

Examples :

SL : Tourists pay attention to the art exhibit.

TL : Wisatawan memperhatikan pameran seni.

From the example, the "tourist" word has a corresponding plural through a repetition of the word "wisatawan". According to Bahasa Indonesia, the word "wisatawan" shows a singular form.