CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language has many important functions for human life, especially as a communication tool. For those reasons, people in the world create language for interacting and communicating with others. Nowadays, language diversity and the development of science and knowledge lead people to communicate in different languages. Therefore, people need to be able to communicate in both ways: into and from the foreign language, for example is through translation.

Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. The ability to translate texts from foreign language becomes important. Translation of texts and books is needed because people have to get the information and knowledge as soon as possible instead of spending times to have acquisition of foreign languages. By translating, people can get information from a foreign language without having difficulties in receiving it.

Translating a text is obviously not simple. Common sense tells us that this ought to be simple, as one ought to be able to say something as well in one language as in another. On the other hand, it is complicated, artificial and fraudulent, since by using another language we are pretending to be someone we are not.

Translation is very important because is necessary to obtain information and knowledge from many aspects, as there are only limeted books that are translated into Indonesian language,

such as educational books, novels, short stories, fairy tales, movies, comics, and other media information, so we need translation to know the messages the source text.

Translation is known as a means of communication because it is used for learning foreign languages. According to Newmark (1988: 5) "translation is rendering the meaning of a text into another language in the way that the author intended the text". Translation is important for spreading information because it can help people, who do not understand a source language, to absorb the information from certain materials. It means that translation is the name of process to translate one language to another language. It also a process to transfer message and information from the source language into target language. Furthermore, its transfer the message delivered by the original language into the target language. Therefore, the readers can understand the meaning of the target language.

Basically, translation an expression of meaning, communicated in the source language into the target language based on the meaning contained in the source language. Not only does translation "replace" the source language text into the target language text but also it needs an activity to replace idea and purpose intended in the same way with the source language text of mind. To translate a work, the translator should use various strategies to translate in order that every viewer could receive the meaning and messages. Translation does not permitt to change the messages or meanings of the source. However, the translator can add, omit or change the word in order to get a natural, accurate and communicative translation. There are two ways the commonly used to translate, that is using the lips or mouth directly that we often call them interpreting and using writing.

There are some problems that often occur when the translator tries to make a good translation result. There are many problems in speaking such as the slip of tongue and different

pronunciation. However, it is not a problem if the listener can still catch the expected meaning. Then problem in written languages are the equivalent meaning among the source language and target language and it is not big problem too if the translator has a creativity to cultivate every words to be a good meaning. Larson (1984) states that translation is basically a process change of form. When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written.

Based on the matter above, one of translation studies often used in translation activity, is translation procedure. Translation procedure becomes very important in the stage of translation process to complete the translation results by studying the translation procedure. Then, researchers will know how to deliver the message in the source language into the target language correctly invitation if writer understand the intent and meaning of the source language.

Nowadays, many synopsis of movies are translated into Indonesian; one of them is *The Cinderella* movie. Translator of the synopsis use some procedures of translation in translating the dialogues in the synopsis into Indonesian Language. As for some procedures is divided into 2 Direct and Oblique translation. The analysis is based on various theorys of translation procedure. Direct is divided into Borrowing, Calque, and Literal translation, while the oblique is divided into 4 namely, Transposition, Modulation, Equivalence, Adaptation.

Based on the writer's experience when doing preliminary observetion. The writer found that many student found some problems that they did not understand how to translate above Phares in a test. Larson (1984) states that translation is basically a process changes a form. When we write of the form of a language, we are referring actual words, Phrase, clause, Sentences, pharagraph, etc.

Based on the Writers' experience when doing preliminary observation, the writer used instrument test. The writer found some problems that the students face to translate a Synopsis text which is the writer an analyze.

Example:

CINDERELLA (2015)

There lived a girl named Cinderalla who was called Ella **in a peaceful village**. Ella's father a merchat that one day **remarry** because **it had long been living his wife died.** Ella also supports the desire of her father to marry again because **sorry** to see her father take care of everything themselves. Once married, Ellas's Father brought her stepmother named Lade Tremaine and her daughter Anastasia Thremaine to stay with Ella and her father. But, one day, Ellas's Father **died suddenly**, it makes ELLA sad and **feeling lost.**

Not only there, it has been her stepmother and stepsisters very jealous because their Father **very indulgent to Ella**. This makes her stepmother and stepsister violence with Ella after their father died. Ella used as auxiliaries by step mother and stepsister violanvein own home. **Although various atrocities received Ella, she remains determained to stepmother snd stepsister, is in because Ella given birth mother last message before die.** Her moter said " Ella must have the courage and muce be nice", **it was strongly held by Ella in order not to break up there and while respecting the mother and stepsister.**

In this text, the writer asked the students to translate into Indonesia to found the problem that the writer will analyze, bellow is translate of the Cinderella strory:

CINDERELLA (2015)

Disana tinggal seorang anak gadis bernama Cinderalla yang di panggil Ella **disebut damai desa**. Ayah ella seorang pedagang yang suatu hari **menikah** karena **sudah lama tinggal istrinya meninggal**. Ella juga mendukung keinginan sang Ayah untuk menikah lagi karena **menyesal** melihat ayah nya mengurus semuanya. Setelah menikah, Ayah ella membawa ibu tirinya yang bernama Ladu Tremaine dan putrinya Anastasia Tremaine dan Trems Drizella untuh tinggal bersama Ella dan Ayahnya. Tapi, suatu hari, ayah Ella **meninggal mendadak**, Itu membuat Ella merasa sedih dan **tersesat.**

Tidak hanya disana, ibu tirinya dan saudara tirinya sangat cemburu karena ayah mereka **sangat memanjakan diri terhadap Ella**. Hal ini membuat ibu tirinya dan adik tirinya melakukan kekerasan dengan Ella setelah ayah mereka meninggal. Ella digunakan sebagai pembantu oleh ibu tiri dan saudara tirinya di rumah Ella sendiri. **Walaupun bermacam-macam keliruan terima ella. Dia tetap bertekad kepada ibu tiri dan saudara tirinya, ada karena Ella di beri riwayat ibu pesan terakhir sebelum ibu meninggal.** Ibunya berkata "Ella harus

jadi dewasa dan jadi anak yang baik", **itu lah yang menguatkan dan membantu Ella untuk menghormati Ibu dan saudara tirinya.**

In translating this text some students directly translate sentences ungrammatically, for example:

Source Language	Target Language (Student's Translate)	The Correct Meaning
in a peaceful village	disebut damai desa	Di sebuah desa yang damai
Remarry	Menikah	Menikah lagi
it had long been living his wife died.	sudah lama tinggal istrinya meninggal.	Yang telah lama ditinggal istrinya.
died suddenly	meninggal mendadak	Meninggal secara tiba-tiba
feeling lost	Tersesat	Merasa kehilangan
Not only there	Tidak hanya disana	Tidak hanya itu
very indulgent to Ella	sangat memanjakan diri terhadap Ella	Sangat memanjakan Ella
Although various atrocities received Ella.	Walaupun bermacam-macam keliruan terima Ella.	Meskipun berbagai cobaan yang diterima Ella.
she remains determained to stepmother and stepsister, is in because Ella given birth mother last message before die.	Dia tetap bertekad kepada ibu tiri dan saudara tirinya, ada karena Ella di beri riwayat ibu pesan terakhir sebelum ibu meninggal.	Dia tetap bertahan terhadap ibu dan saudara tiri nya, hal ini terjadi karena ella telah diberikan pesan terakhir oleh ibu kandungnya.
it was strongly held by Ella in order not to break up there and while respecting the mother and stepsister.	itu lah yang menguatkan dan membantu Ella untuk menghormati Ibu tiri dan saudara tirinya.	Hal itu sangat dipegang oleh Ella agar tidak putus asa dan menghormati ibu dan saudari tirinya.

By the example above , we can see that some wrong translation in the story above, it is because the students did not care about grammatically with correctly.

Table1.1. The Table of Rubric Score

No	Student Initial	Nilai
01	MA	50
02	AS	40
03	MC	40

04	DP	50
05	AD	30
06	JL	30
07	MAH	35
08	RK	60
09	NM	65
10	SA	50
11	FA	35
12	A	45
13	CCS	45
14	RS	30
15	SW	50
16	RP	60
17	ST	65
18	LR	70
19	RNS	70
20	TL	65
21	FS	50
22	AH	40
23	JK	40
24	SS	30
25	AAT	30
26	AD	35

From the analysis of the student's text, their skill in translate is still lack. From the observation, the writer found that 80% of students got 30-50 and 20% of students got 60-70. The students also did not understand how to translate the phrases, clause, and sentence. To sum up the explanation above, the writer is interested to analyze the using of translation procedures on synopsis of The Cinderella Movie for student in eleventh grade at SMA Negeri 20 Medan. From the explanation above, the title of my thesis is " **The Use Of English-Indonesia Traslation Procedure On Synopsis Of "The Cinderella" Movie in Elevent Grade at SMA Negeri 20 Medan".**

1.2. The Problem of the Study

Based on the background of the study, the problem of the study can be formulated as follow:

1. What kinds of translation procedures are applied by the Students in translating the synopsis in the movie Cinderella?

2. What is translation procedures dominantly applied by the Students in translating the synopsis in the movie Cinderella?

1.3. The Objective of the Study

The objective of the study are:

1. to describe what kinds of translation procedures are applied by the student in translating the synopsis in the movie Cinderella

2. to describe translation procedures dominantly applied by the student in translating the synopsis in the movie Cinderella.

1.4. The Scope of the Study

This research focuses only on finding out the types of translation procedures used in Indonesian translated version of Synopsis Of "Cinderella" Movie based on the theories from Newmark (1988, p. 81-93), Larson (1984), Vinay and Darbelnet (1958), Catford (1965). The types of translation Procedure, Direct and Literal are:

1. Direct Translation Procedure: Borrowing, Calque, Literal Translation,

 2. Oblique Translation Procedures: Transposition, Modulation, Equivalence, Adaption.

On this case the writer focuses on Calque, Transposition, Modulation. The analysis is done based on the theory Vinay and Darbelnet (1958).

1.5 The Significances of the Study

The findings of the study are expected to contribute to two perspectives: theoretically and practically.

Theoretically, the findings of the study can enrich and provide reference in analyzing translation procedures, especially Synopsis of movie, in this case is Cinderella Movie. Furthermore, this study is expected to give additional information to the readers about translation procedures used in Indonesian translated version of Synopsis of Cinderella. Also, it is expected to be the guidance for other translators or students to use appropriate and suitable translation procedures in translating non-literary text.

Practically, the finding of the study will provide reference to the professional translators or students in choosing the appropriate translation procedures in translating Movie and certain genre of the Movie. Therefore, they can transfer the message from source language to the target

language clearly, accurately, and naturally.

CHAPTER II

RIVIEW OF LITERATURE

2.1 Theoritical Framework

This chapter presents a riview literature and explanation of related explanation. Theories are needed to explain some concepts which are applied to the research concerned. This theoritical framework which is presented in order to give some clearer concepts applied in this study is the analysis of english-indonesian translation procedures on synopsis of 'Cinderella' Movie. The basic concept of the study should be clear from the beginning to give a clear concept of what has been done to reach the goal pf the research. Besides, the terms must be clarified to avoid misintrepretation.

2.2 Language

Language is very important tool of communication used to communicate. Language

is a system of communication: it can be spoken or written and it can be understood and that is used everywhere. People talk, share, and express their feeling with language. It is a demand of them to be able to communicate well, because they can convey their purpose to other people.

Poole (1999:4) stated "Language is purely human and not- instinctive method communicating ideas, emotions, and desires by means of system of voluntarily produced symbols". Language is the foundation for people to communicate with others. Language is not only a study of language and culture, but ultimately on the word of relations and influence. In daily life people can communicate by using language, so people can not separated with language.

Based on the explanation above the writer defines language is a tool to communicate between people to express their personal reactions to situations, to share the ideas and knowledge. English in the world as the common, and teaching English in Indonesia needed some basic skill they are listening, reading, speaking and writing

2.3 English

English is the most important language in the word. There are so many foreign languages in the word. Such as, Dutch, Spain, English, etc. Such as, in indonesia, English is used a foreign language. English has meaning the language of the people of England and the United States and many areas now or formely under british control.

Nunan (2003:138) state the English is a language that has been strongly affected by other language. International English is the concept of the English Language as a global means of communication in numerous dialected, and also the movement towards an International standard for the language. It is spoken all over the world.

The writer summurizes them that English is the language of global term that need to be developed in Indonesia and has an important role in the students and support the job.

2.4 Ability

Mendenhall (2012 : 22) states that the most important characteristic of ability is that it measures learning rather than time. Student progress by demonstrating their ability, which means they proven that they have mastered the knowledge and skills (called ability) required for a particular course.

Learners work on one ability at a time, which is likely a small component of a larger learning goal. The student is evaluated on the individual ability by doing a test or other instrument, and only once they have mastered it they move on to other goal. Ability is also used as a more general description of the requirements of human beings in organizations and communities. Ability is sometimes thought of as being shown in action in a situation and context that might be different the next time a person has to act. In emergencies, competent people may react to a situation following behaviors they have previously found to succeed. To be ability a person would need to be able to interpret the situation in the context and to have a repertoire of possible actions to take and have trained in the possible actions in the repertoire, if this is relevant. Regardless of training, ability would grow through experience and the extent of an individual to learn and adapt. Ability can help organizations align their initiatives to their overall business strategy. By aligning competencies to business strategies, organizations can better recruit and select employees for their organizations. Competencies have been become a precise way for employers to distinguish superior from average or below average performance. The reason for this is because competencies extend beyond measuring baseline characteristics and or skills used to define and

assess job performance. In addition to recruitment and selection, a well sound Competency Model will help with performance management, succession planning and career development.

2.5 Translation

Translation is the process in which a written communication or a text in a first language is produced as the written communication or text in the second language interpreting the same meaning. In countries where education is imparted through mother tongue, translation are needed to bring home the advadcements in various fields of knowledge made in othe countries and languages.

Translation has been defined in many ways by different writers in the field depending on how they view language and translation. Generally, translation is known as a process of transfering a language to another. To Newmark (1988 : 5), translation is transferring the meaning of the Source Language (SL) in Target Language (TL) in the way that author intended to the text. Hatim and Munday (2004 : 6) define translation as "the process of transferring a written text from Source Langage (SL) in Target Language (TL)".

However, the terms translation means much more than to transfer, to carry across and to bring across. First of all, there are two different streams translation, namely written translation and oral translation, though the latter is more commonly known as interpreting or interpretation.

The experts in translation, such as Catford, Bell, Larson and Venuti have proposed various definitions on translation. Larson (1998: 3), for example, states that translation consists of transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form second language by way of semantic structure. It is meaning which is being transferred and must be held constant; only the form

changes. The form from which the translation is made will be called the Source Language and the form into which it is to be changed will be called the Receptor Language.

Translation, then, consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine the meaning, and then reconstructing this same meaning using the lexicon and grammitical structure which appropriate in the receptor language and its cultural context.

All definitions above are a little closely, related all definition imply that translation involves two language; they are Source Langage (SL) and Target Language (TL). So, translation is a process transfering the message, meaning, statement, utterance of the SL to the TL, and his product of translation is the author's meant. So, by translation a translator re-tell about the text into another language.

Translation is not only about changing a source language to target language. It is not writing his owns thingking, how best it is, and it is not to re-write only. Besides understanding what translation is and what should be produced in translation, a translator should know that translation is complex; there are processes which contains of a bunch activities-elements.

In analysis step, the translator tried to analyse the source language, how the words or sentences are formed then transferring the meaning from source language into target language. The last step is structuring that is doing some adjustment in order that the meaning that is transferred will be accurate.

Basically, a translator should master the process of translation well since the good understanding of translation process will results in the good product of translation. Nababan (2003) stated that the translator need to be careful in the process of translation since the mistakes that was done in one step of translation can cause other mistakes in the next step of translation.

Because of the complexity of translation that is faced by the translator, the translator need to have the skill and required the application of various translation procedures.

2.5.1 Process of Translation

As explained in the definitions of translation above, it concludes that translation is a process. So, translation has some process or steps. Robinson (2003: 90) writes the process of translation as follows:

1. Translate

   Act; jump into the text feet first, translation intuitively. To translate a text into some languages, it might also have to satisfy certain operating system requirements for the text

2. Edit

   Think about what you've done; test your intuitive responses against everything you know; but edit intuitively too, allowing an intuitive first translation to challange (even successfully) a well-reasoned principle that you believe in deeply; let yourself feel the tension between intuitive certainly and cognitual doubt, and don't automatically choose one over the other; use the act-response-adjustment cycle rather than rigid rules.

3. Sublimate

   Internalize what you've learned through this give-and-take process for later use; make it second nature; make it part of your intuitive repertoir; but sublimate it flexibly, as a directionally that can be redirected in conflictual circumtances; never, however, let subliminal patterns blind your flexibility; always be ready if needed to doubt, argue, contradict, disbelieve, counter, challange, question, and vacillate.

2.6 Translation Procedures

Translation procedures are methods applied by translators when they formulate an equivalence for the purpose of transferring elements of meaning from the Source Text (ST) to the Target Text (TT). Jean Paul Vinay and Jean Darbelnet in the 1950s came up with seven procedures of translation and as many ways to attain equivalence. Vinay and Darbelnet proposed seven methods or procedures, they are borrowing, calque, literal, transposition, modulation, equivalence, adaptation. Their view was that if literal translation or direct translation was impossible, then the translator would have to resort to what they termed oblique translation. Oblique translation is another term for free translation where the translator exercises his/her freedom to attain equivalence; this might perhaps result in what Catford terms „shifts'. Due to structural and metalinguistic parallelisms that occur between languages it is often possible to overcome gaps between the SL and the TL by transposing the SL message piece by piece into the TL. In such cases, when the translator notices a gap in the target language, they can employ eithera parallel category or a parallel concept to convey the meaning of the source text.

Vinay and Darbelnet are the pioneers in translation procedure. They present the procedures as a description of the ways open to the translator in the translation process. Nevertheless, the procedures, as they are presented, do not refer to the process followed by the translator, but to the final result. This theory also goes to translation technique. It affects only the micro unit of text and the result of the translation. From these explanations, it is clear that translation procedure and translation technique refer to the same idea. Vinay and Dalbernet (in Hatim and Munday (2004:148) introduce several procedures in translation which are divided into two strategies; direct and oblique translation. Direct or literal translation is used when a source language message can be transferred perfectly into a target language message. On the other hand,

the oblique translation is used when a source language text cannot be directly translated without the semantic or lexical changes in a target language text.

Literal or direct procedures are used when structural and conseptual elements of the source language can be transposed into the target language. According to Vinay and darbener (2000) in some translation tasks it may be possible to transpose the source language message element by element into the target language, because it is based on either parallel catagories, in which case we can speak of structural paralleism, or a parallel concepts, which are the result of metslinguistic parallelism". According to them, there are three procedures of Direct or Literal Translation; they are Borrowing, Calque, and Literal Translation. This can be accomplished with one of the following direct translation procedures:

1. Borrowing is usually used in terms of new technical or unknown concepts, to overcome a gap, usually a metalinguistic one. Borrowing is the simplest of all translation methods. Borrowing is mostly applied to introduce the flavor of the source language color is a matter of style, but at the same time it may have a significant effects on the message contained,

2. *Calque* is a special kind of borrowing whereby a language borrows an expression from another, but the translator translates literally each of its elements. The result is either a lexical *calque* i.e. one which respects the syntactic structure of the target language while introducing a new mode of expression,

3. Literal translation is a direct transfer of the source text into grammatical and idiomatically appropriate target text.

In dealing with structural and metalinguistic differences between languages certain stylistic effects are unattainable without upsetting the lexis or the syntactic order in the target language. In such cases more complex methods must be employed to convey the meaning of the

source text. Although at a cursory glance they might look fairly sophisticated, or even unusual, the oblique translation procedures allow translators to exert a strict control over the reliability of their efforts. (Vinay and Darbelnet, 1989).

4. Transposition is a procedure which involves replacing one word class with another class without changing the message. There are two types of transposition, namely obligatory and optional transposition. Obligatory transposition occurs when the target language has no other choices because of the language system.

5. Modulation is the varying of the language, obtained by a change in the point of view, this change can be justified, although literal even transposed. There are two types of modulation, namely free or optional is generally adopted because of nonlinguistic reason. It is mostly used to stress the meaning, to affect coherence or to find out natural form in the TL.

6. Equivalent is often desirable for the translator to use an entirely different structure with different meaning from that of the source language text so long as it is considered appropriate in the communicative situational equivalent to that of the source language text.

7. Adaptation is the extreme limit of translation which is used in cases the translator has to create a new situation that can be considered equivalent.

2.6.1 Direct Translation

Vinay and Darbelnet (1958/2000) note that due to structural and metalinguistic parallelisms that occur between languages it is often possible to overcome gaps (or *lacunae*) between the source language and the target language by transposing the SL message piece by piece into the TL. In such cases, when the translator notices a gap in the target language, they can employ either a parallel category or a parallel concept to convey the meaning of the source text. This can be accomplished with one of the following *direct translation procedures*. Direct

translation is used when a source language message can be transferred perfectly into a target language message.

2.6.1.1 Borrowing

Borrowing is usually used in terms of new technical or unknown concepts, to overcome a gap, usually a metalinguistic one. Borrowing is the simplest of all translation method. We can say that this task refers to a case where a word or an expression is taken from the SL and used in the TL, but in a 'naturalized' form, that is, it is made to conform to the rules of grammar or pronounciation of the TL.

Borrowing in translation is not always justified by lexical gap in the TL, but it can mainly be used as a way to preserve the local color of the word, or be used it can mainly be used out of fear from losing some of the semiotic aspect and cultural aspects of the word if it is translated.

Example:

1. Borrowing with no change in form and meaning (pure loanwords):

    stroke - *stroke*

    ovarium - *ovarium*

2. Borrowing with change in form but without change the meaning (mix loanwords):

    theraphy - terapi

    hypertension - hipertensi

    migrein – migren

3. Loan blend:

    Pregnancy and lactation – kehamilan dan laktasi

clinical particulars – kekhususan klinis

Borrowing is to adopt the SL text when the TL has no equivalent for the SL and used in the TL, but in a naturalized form, that is, it is made to conform to the rules of grammar or pronounciation of the TL, it occurs when there is no change in meaning. Borrowing is a loan translation which is an adoption of a linguistic expression from one language into another.

2.6.1.2 Calque

A *calque* is a special kind of borrowing whereby a language borrows an expression from another, but then translates literally each of its elements. *Calque,* where the SL expression is literally transferred to the TL, such as the English character 'Snow White' in French becomes 'Blanche Neige', because the normal word configuration in English of 'white snow' would be transferred as 'neige blanche'.

Vinay and Darbelnet note that both borrowing and *calque* often become fully integrated into the TL, although sometimes with semantic change, which can turn them into false friends.

Examples:

broadcasting	*broadcasting*
service user	*service user*
transceiver cable	*kabel transceiver*

2.6.1.3 Literal Translation

Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators' task is limited to observing the adherence to the linguistic servitudes of the TL. In principle, a literal translation is unique solution in which is reversible and complete in itself. The translation has not needed to make any changes other than the obvious one, like those concerning grammatical concord or inflectional endings, for example English 'where are you?' translated into French 'Ou etes vous?'. This procedure is most commonly found in translations between closely related language, for example French-Italian, and especially those having a similar culture. There are other examples of literal translation.

Examples:

network layer *lapisan jaringan*

flow control *pengendalian aliran*

high reliability *keandalan tinggi*

2.6.2 Oblique Translation

Oblique translation procedures are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and sylistics elements of the target language. Vinay and Darbelnet (2000) stated that because of structural or metalinguistic differences, certain stylistic effects cannot be transposed into the TL without upsetting the syntatic order, or even the lexis. In this case more complex

procedure should be used, eventhough it is seen unusual. According to Vinay and Darbelnet (2000) there are four procedures of Oblique, they are Transposition, Modulation, Equivalent, and Adaptation.

The oblique translation is used when a source language text cannot be directly translated without the semantic or lexical changes in a target language text.

2.6.2.1 Transposition

Transposition is the procedure which involves replacing one word class with another without changing the meaning of the message. It can also be used within a language, as when rewarding the phrase, for example 'He announced that he would return' to 'He announced his return' (this subordinate verb becomes a noun). It is also a change in the grammar from source language to target language (singular to plural; position of the adjective, changing the word class or part of speech). In translation, there are two types of transposition, namely obligatory transposition and optional transposition. Obligatory transposition occurs when the target language has no other choices because of the language system.

Examples:

Overweight : *kelebihan berat badan*

An optional transposition is a transposition that, for the sake of style can be chosen by the translator if it fits better into the utterance.

Example: Get enough sleep : *mendapatkan waktu tidur yang cukup*

2.6.2.2 Modulation

Modulation is the varying of the language, obtained by a change in the point of view. This change can be justified, although literal even transposed. There are two types of modulation, namely free or optional is generally adopted because of nonlinguistic reason. It is mostly used to stress the meaning, to affect coherence or to find out natural from in the TL.

Examples: By the will of the God. *di luar kemampuan manusia.*

                      The stars went out. *pagi menjelang*

                      'it isn't expensive. *ini murah*

Fixed or obligatory modulation occurs when a word, phares or structure cannot be found in the TL. When an active sentence is translated into a passive one, this is an instance of this type of modulation.

Exampes: I grew up in Jakarta. *Saya dibesarkan di Jakarta.*

The differnce between fixed and free modulation is one of degree. In the case of fixed modulation, translators with a good knowledge of both languages and freely used this method, and the confirmation provided by a dictionary or grammar of the perferred expression.

2.6.2.3 Equivalence

Equivalence is often desirable for the translator to use an entirely different structure with different meaning from that of the source language text so long as it is considered appropriate in the communicative situational equivalent to that of the source language text. Vinay and Darbelnet use this term to refer to cases where languages described the same situation by different stylistic or structural means. The classical example of equivalence is given by reaction of an ameteur who accidentially hits his

finger with hammer. If he were french his cry of pain would be transcibed as "aie!" but he was English this would be interpreted as, "ouch!". Another striking case of equivalence are the much onomatopocia of animal sounds.

Example: cock-a-doodle-do - kukuruyuuk

miaou - miaow

2.6.3.4 Adaptation

Adaptation is the extreme limit of translation which is used in cases the translator has to create a new situation that can be considered equivalent.

Example: Cricket (UK). Basball (US) his involves changing the culture reference when a situation is source culture does not exist in target culture. The linguistic knowledge that should be mastered includes morphology, lexis, syntax, and semantics, while cultural knowledge should be sufficienly possecessed as the background of the user of these languages. As a matter of fact, it is very difficult to find lexical equivalent between TL culture and SL culture since they are different from one another. The lexical meaning of the two languages will not exactly be the same. There tends to be loss, gain and skewing of information. This is necessary because two languages (SLT and TLT) have different characteristics. In transfering the message from SL into the TL, the translator should add or omit some the information in order to have natural translation and the naturalness of the translated work can be realized if the Target Language Text is read ang the readers feel that it is not like translated text. This definition express the idea that if we want to have the meaning of words or phrase, it must be in the context of sentence.

Examples: Peekaboo. Cilukba

Hide and seek. Petak umpet

In this procedure, the situation to which the message refers does not exist in the target language and must be created by reference to a new situation which has quite similar concept. This procedure is usually applied in the translation of book and film"s titles, for example *kung fu* in Chinese is translated into *silat* in Indonesian.

Some of the source language data do not have exact equivalents in the target language because of the different cultural backgrounds between the source language and target language. Therefore, not all of the source language terms can be translated into the target language if the source language terms are considered as not having the equivalents, for example English borrowing word 'orang utan' is from Bahasa Indonesia.

Besides finding the closet equivalent of translation, it is often necessary to translate one word of the SL into several words in the TL translated by single word. What is important in translation is translating the concept within the word through the semantic component of the SL. The message of the SL should be carried into the TL naturally.

2.7 Example of The Synopsis of "CINDERELLA" Movie

Once upon a time there lived an unhappy young girl. Her mother was dead and her father had married a widow with two daughters. Her stepmother didn't like her one little bit. All her kind thoughts and loving touches were for her own daughters. Nothing was too good for them - dresses, shoes, delicious food, soft beds, and every home comfort. But, for the poor unhappy girl, there was nothing at all. No dresses, only her stepsisters' hand-me-downs. No lovely dishes, nothing but scraps. No rest and no comfort. She had to work hard all day. Only when evening came was she allowed to sit for a while by the fire, near the cinders. That's why everybody called her Cinderella.

Cinderella used to spend long hours all alone talking to the cat. The cat said, "Miaow", which really meant, "Cheer up! You have something neither of your stepsisters has and that is beauty." It was quite true. Cinderella, even dressed in old rags, was a lovely girl. While her stepsisters, no matter how splendid and elegant their clothes, were still clumsy, lumpy and ugly and always would be.

One day, beautiful new dresses arrived at the house. A ball was to be held at the palace and the stepsisters were getting ready to go. Cinderella didn't even dare ask if she could go too. She knew very well what the answer would be: "You? You're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepsisters." They will come home tired and very sleepy. Cinderella sighed, "Oh dear, I'm so unhappy!" and the cat murmured "Miaow."

Suddenly something amazing happened. As Cinderella was sitting all alone, there was a burst of light and a fairy appeared. "Don't be alarmed, Cinderella," said the fairy. "I know you would love to go to the ball. And so you shall!" "How can I, dressed in rags?" Cinderella replied. "The servants will turn me away!" The fairy smiled. With a flick of her magic wand Cinderella found herself wearing the most beautiful dress she had ever seen. "Now for your coach," said the fairy; "A real lady would never go to a ball on foot! Quick! Get me a pumpkin!" "Oh of course," said Cinderella, rushing away. Then the fairy turned to the cat. "You, bring me seven mice, and, remember they must be alive!"

Cinderella soon returned with the pumpkin and the cat with seven mice he had caught in the cellar. With a flick of the magic wand the pumpkin turned into a sparkling coach and the mice became six white horses, while the seventh mouse turned into a coachman in a smart uniform and carrying a whip. Cinderella could hardly believe her eyes. "You shall go to the ball Cinderella. But remember! You must leave at midnight. That is when my spell ends. Your coach will turn back into a pumpkin and the horses will become mice again. You will be dressed in rags and wearing clogs instead of these glass slippers! Do you understand?" Cinderella smiled and said, "Yes, I understand!"

Cinderella had a wonderful time at the ball until she heard the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound... oh... what a disaster that would be! Out she fled and vanished into the night.

The Prince, who was now madly in love with her, picked up the slipper and said to his ministers, "Go and search everywhere for the girl whose foot this slipper fits. I will never be content until I find her!" So the ministers tried the slipper on the foot of every girl in the land until only Cinderella was left. "That awful untidy girl simply cannot have been at the ball," snapped the stepmother. "Tell the Prince he ought to marry one of my two daughters! Can't you see how ugly Cinderella is?". But, to everyone's amazement, the shoe fitted perfectly.

Suddenly the fairy appeared and waved her magic wand. In a flash, Cinderella appeared in a splendid dress, shining with youth and beauty. Her stepmother and stepsisters gaped at her in amazement, and the ministers said, "Come with us Cinderella! The Prince is waiting for you". So, Cinderella married the Prince and lived happily ever.

2.8 Conceptual Framework

Translation is a process source language text is replaced by a chain of signifiers in the target language which the translator provides on the strengh of an interpretation. The researcher

applied the theory of translation procedures by Vinay and Darbelnet to build the concept of the research and analyze in this research.

The researcher observes direct and oblique translation which occured in the Eglish-Indonesia of synopsis "Cinderella" Movie. This study focused to examine the kinds of procedure used in translating the synopsis in the text.

The study also employes Vinay and Darbelnet's theory (2000 : 84-91) that which are divided into two strategies of translation procedures; direct and oblique translation. The researcher provides the source language to the target language in order to facilitate the student in reading the synopsis. However, in translating the synopsis of movie, the researcher faces several problems such as the foreign terms. Therefore, the direct and oblique translation are divided into some types.

Furthermore, the explanation of them can be seen below.

1. Direct Translation

   a. Borrowing

      Example: SL : Email

                  TL : Email

      The term "Email" has no change in form and meaning (pure loan word).

   b. Calque

      Example: SL : pen name

                  TL : nama pena

      The term "nama pena" is a language that borrows an expression from another, but then translates literally each of its elements.

   c. Literal Translation

Example: SL : where are you?

TL : kamu dimana?

This procedures is most commonly found in translation between closely related language.

2. Oblique Translation

   d. Transposition

      Example: SL : big house

TL : rumah besar

This change can occur because the source language and the target language have the different grammatical structure.

   e. Modulation

      Example: SL : it isn't expensive

TL : harganya murah

This change can be justified when to make it natural, modulation needs to be applied.

   f. Equivalence

      Example   : SL : cock-a-doodle-do
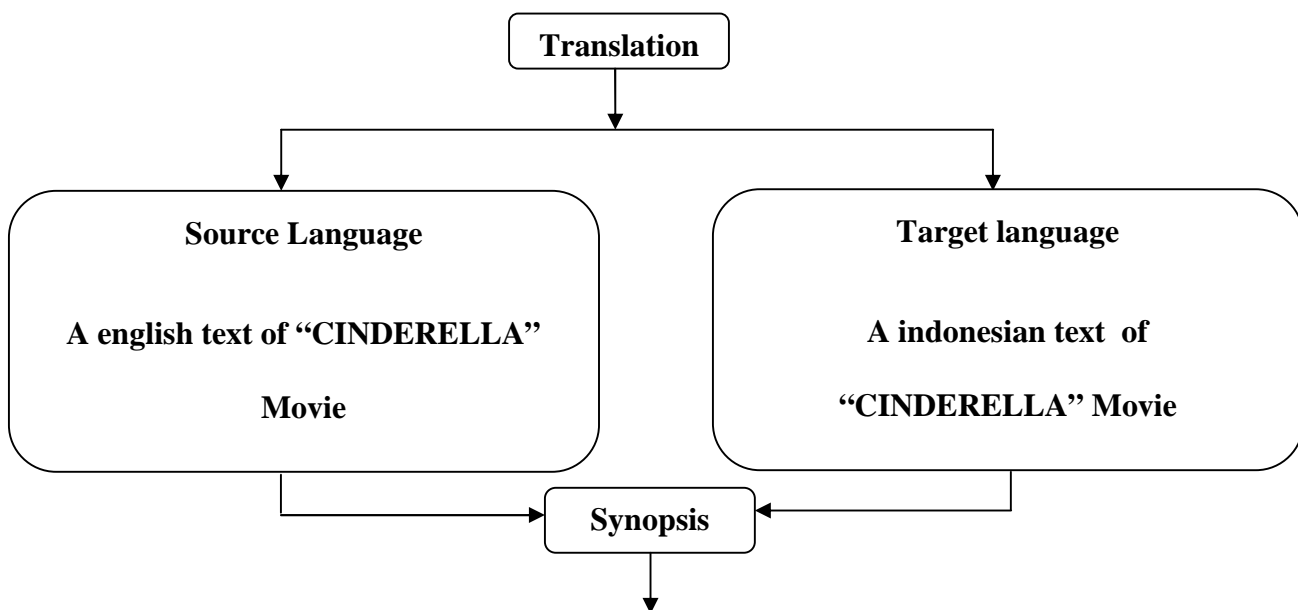
TL : kukuruyuuk

This term refers to the cases where language describe the same situation by the different stylistic or structural means.

   g. Adaptation

      Example   : SL : kungfu

TL : silat

The type of situation refers to by the source language's message that is unknown in the target language culture. In this procedure, the situation to which the message refers does not exist in the target language and must be created by reference to a new situation which has quite similar concept.
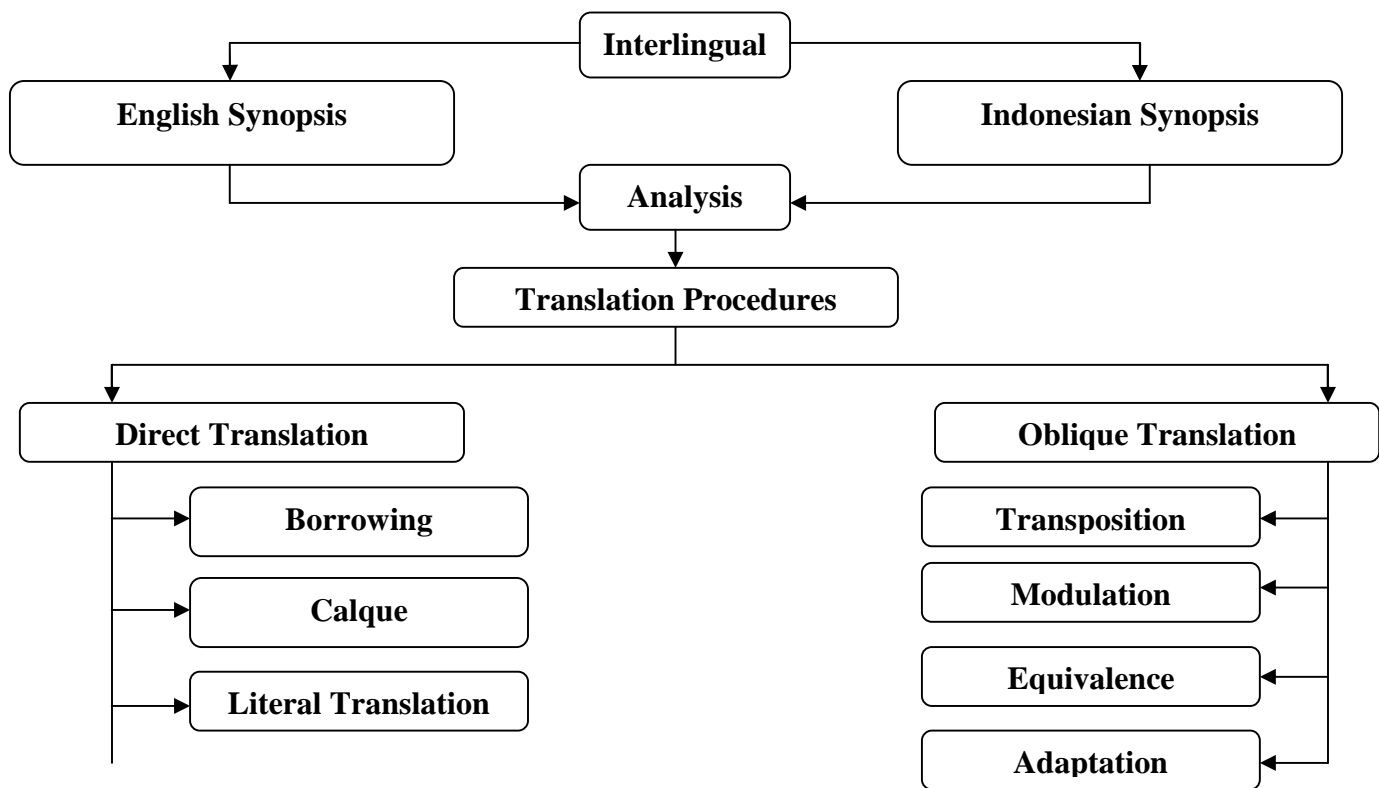
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                        ┌──────────────┐
                        │ Translation  │
                        └──────┬───────┘
                               │
             ┌─────────────────┴─────────────────┐
             ▼                                     ▼
┌──────────────────────────┐      ┌──────────────────────────┐
│    Source Language       │      │     Target language      │
│                          │      │                          │
│ A english text of        │      │ A indonesian text  of    │
│ "CINDERELLA"             │      │ "CINDERELLA" Movie       │
│      Movie               │      │                          │
└────────────┬─────────────┘      └────────────┬─────────────┘
             │                                  │
             └──────────────┐     ┌─────────────┘
                            ▼     ▼
                        ┌──────────────┐
                        │   Synopsis   │
                        └──────┬───────┘
                               │
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Figure 1. Conceptual Framework of An Analysis English-Indonesia Translation Procedure On Synopsis "The Cinderella" Movie In Eleventh Grade At SMA Swasta Kristen Hosana Medan

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of the study was conducted by used descriptive qualitative research. This study included into the qualitative because this study is aimed to prove the phenomenon. Creswell (1998 :15) 'Qualitative research is an inquiry process of understanding based on distinct methodological traditions on inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzed words, reports details of informants, and conducts the study in a natural setting'. Furthemore, this research uses descriptive research. Creswell (2009 : 4) stated that descriptive qualitative data means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It is conducted in the purpose to describe systematically about translation procedures are applied by the student on synopsis of "Cinderella" movie accurately. The work way of descriptive qualitative is collecting data, arranging the data and interpreting the data.. The analysis of the data was taken from the student's writing.

3.2 The Source of the Data

Data source was the object from which the data were selected for the writer. Data source has an important role in giving information needed by the writer. The data of this research were taken from one source that is a Document or Text. Document is a written data source. The context of the data are word, phrase, and sentences. Sources of the data refers to the subject from which the data are obtained. The sources of the data were taken from English-Indonesian on

Synopsis of "Cinderella" Movie. Those student are from the Eleventh Grade Students of SMA Negeri 20 Medan. And as an object, the writer choosen from students of XI class of SMA Negeri 20 Medan.

3.3 The Instrument of Collecting Data

The data was taken by text from the Student's paper that the text has been translate it into Bahasa. In this research, the writer employed total sampling technique. It means that the writer takes all 30 data of translation procedures can be found in the synopsis.

3.4 The Technique of Collecting Data

The data was analyzed to identify the translate the noun phrase, clause, and sentence on synopsis of 'Cinderella' Movie. The researcher was applied some techniques of collecting data for kinds of translation procedures are applied by the students in translating the synopsis of "CINDERELLA" Movie and types dominantly, they are:

1. Asking the students to translate a text on synopsis of 'Cinderella' Movie

2. Collecting the students' paper

3. Underlining every types of Calque, Transposition, and Modulation from the Students' translate.

4. Choose and Underlining every types of translation procedures dominantly.

3.5 The Technique of Analyzing Data

After collecting data, the writer was analyzed to achieve the intended objective. The technique that will be used to analyze the data is analysis. The writer analyzes the data of the study with the following steps. The technique of analyzing the data of every kind of translation procedure and types dominantly:

1. Collecting the data from the students' work.

2. Identifying all types of Translation procedures by the words in students' papers.

3. Classifying the types of the Calque, Transposition, and Modulation from the students' paper.

4. Choose from types of the Calque, Transposition, and Modulation for dominantly from the students' paper.