An Analysis of Unit Shift Translation Moonlight Movie into Bahasa Indonesia

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Abstrak

The objectives of this research is to find out the pattern of unit shift in movie subtitle. The data in this research is taken from movie "moonlight". This movie release in 2016, written and directed by Barry Jenkins. Based on Catford (1965) theory, the writer analyse this unit shift of translation bas ed on five levels; morpheme, word, phrase, clause and sentence. The methodology used in this research is qualitative descriptive method. This research conducted by watching, reading and comparing the English subtitle and the Indonesian Subtitle. Then, the writer compared unit shift from source language to target language data. The data are clasiffied based on the pattern of unit translation. From the analysis, the writer found eeleventh unit shift pattern in the translation of "Twelve Years a Slave", they are; shift from morpheme to word level, word to phrase level, word to clause level, phrase to word level, phrase to clause level, phrase to sentence level, clause to phrase level, clause to sentence level, sentence to word level, sentence to phrase level and sentence to clause level. 10 unit shifts from word level are translated into the other levels or similar to 19.2 % from the total of unit shifts of all levels;18 unit shifts from phrase level are translated into the other levels or similar to 34.7% from the total of unit shifts of all levels;9 unit shifts from clause level are translated into the other levels or similar to 17.3% from the total of unit shifts of all levels; 11 unit shifts from sentence level are translated into the other levels or similar to 21.1% from the total of unit shifts of all levels.

I. BACKGROUND

Translation has a part in many aspects in our today life. Also, people can find many translations works from various diciplines, like socials, science, politics, economics, and technology even in entertain part. The translators have to understand the structure and the culture in both languages so that the translator has the ability to achieve the same meaning of the text perfectly (Lilik Istiqomah, Andri Setyowati, 2021). The translation also been notice in literary works now. There are many literature that have been translated to other language such as; short stories, novel, poem, and childrens book.

One of the literature part that being translate is movie script, also known as subtitle. Based on Oxford Advance Learner's Dictionary, subtitle is word that translate what is said in a film/ movie into a different language and appear on the screen at the bottom.

(Newmark, 1988) says that translation is rendering the meaning of a text into another language in the way that the author intended the text. It means, the meaning of a text should be the same with the author's aim when it is translated. Translation as a part of linguistics branch not only talk about text or written language, but also about signs and symbols. People use sign or symbol to deliver message to other, as they consider sign or symbol more effective than text.

The reason of choosing the unit shifts as the topic of research because the unit shifts may occur either up or down the scale of level. The unit shifts take place when an SL (Source Language) unit is substituted either by a higher unit. For example, the *word-level* in SL must be translated by *phrase, clause,* or even *sentence-level* in TL (substituted by higher level of TL unit). On the other hand, the *sentence-level* might be translated by the lower level of TL (Target Language) unit such as *clause* or *phrase-level*. Unless dictated by any structural factor, the unit shifts

must be considered as an option. It means that the translator has to decide to create his/her own considered optional, either to keep the same SL unit level, or move up or down the level in the TL. By using shifts, the translation is more flexible and does not always based on the source language, but it depends on the target language without losing the meaning, in order to get a good translation.

II. THEORETICAL FRAMEWORK

As the development of Linguistics, the theory of translation also growth significantly. Many theorists have described and explained by the experts. They have their own understanding related to the translation itself. stated that translation is rendering the meaning of a text into another language in the way that the author intended the text. He assumed that the source and the target language should be equal. Meanwhile, Catford in (Hatim, 2012) says that 'translation is a process of substituting a text in one language for a text in another'. According to Catford, we do not transfer meaning between languages; we merely replace a source language meaning by a target language meaning that can function in the same way in the situation at hand.

(Nida & Taber, 1974) state that translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

From the definitions explained above it may defined that translation as the process of transferring the message from the source language into the target language, which is written or spoken.

Translation can be viewed as the process of translating and as the product of this process. Process of translation cannot be separated from discussing the meaning. The meaning will reflect the message in the text. Some linguists have different perceptions about the process of translation. (Nida, 2006) divide the process of translating into three phases: 1) analysis of message in the SL; 2) transfer, and; 3) reconstruction of the transferred message in the TL. This process is described in the following figure:
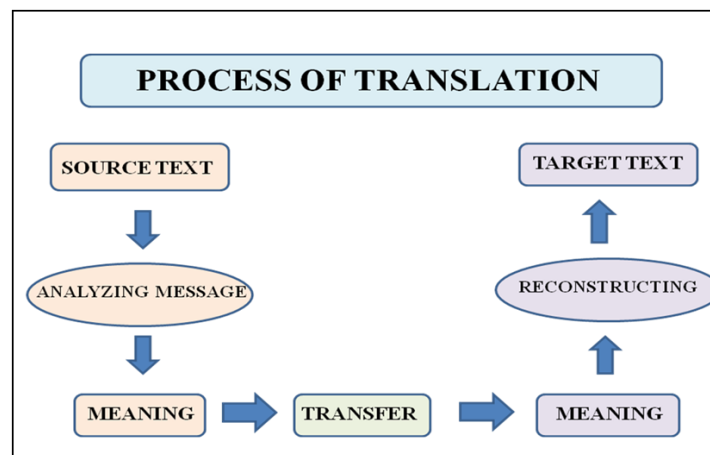
Picture 1. Translation Process by Nida and Taber

The analysis phase is the process in which grammatical relationship and the meaning of words or its combination are analyzed. It begins with a set of procedures which are used in finding the points underlying the source text and the clearest understanding of the meaning, in preparation for the transfer.

In the transferring phase, the already analyzed materials in phase 1 are transferred in the translator's mind from SL into TL. The translator has the points to work with and, in the light of his/her knowledge of TL structure, these are modified until a form is settled on which 'will be optimal for transfer into the TL'.

The reconstructing phase is the phase where the writer rewrites or re-expresses the materials in such a way that the translation product is readable and acceptable in terms of rules and styles in the TL. Reconstructing process also point to ensure that the impact which the translation is to have on its intended receptors is what the source text procedure has be intended.

So, the main point of the translation as a process described by Nida and Taber is, that translation is not only to translate a source text into the target text, but also how a translator restructures the translation text based on the target text's structure. The reconstruction becomes the hardest phase since the skill to translate must be as well as the knowledge of the target language.

The researchers found previous related studies. The first study was conducted (Harris Hermansyah Setiajid Tirtayasa, 2018) entitled "Translation Shifts in Goenawan Mohammad's Poem Collection "On God and Other

Unfinished Things". This study aims to find the translation shifts in the English version of a poem collection. Then, the next research was conducted by (Sari & Zulfida, 2016) with title, *"Translation Methods of The Translation Of "Sapardi Djoko Damono's Poems" In English"*. The goal of this research is to identify and analyze the translator's methods, as well as how the translator communicates the message and purposes of Sapardi Djoko Damono's poems. The data was analyzed using Newmark's translation theory. Furthermore, the data was gathered through library research. In a study of 21 poems for 125 sentences, six of the eight methods were discovered: Word for Word Translation (32), Literal Translation (78), Free Translation (9), Adaptation Translation (1), Faithful Translation (2), and Idiomatic Translation (3). There is no Semantic Translation or Communicative Translation in the examination of Sapardi Djoko Damono's poetry "Sihir Hujan," which was translated into English by Harry Aveling. As a result, the vast majority of "Sihir Hujan" poems are Literal Translations, as they employ literal meaning. The third study was found from (Sipayung, 2018) with title *"The Impact of Translation Shift and Method on Translation Accuracy Found at Bilingual History Textbook."* The purposes of this research were to figure out the dominant translation shift, method and the impact of dominant shift and method on accuracy translation aspect. The researcher used descriptive qualitative method to figure out the purpose of research. There are two kinds of data in this research: affective and objective data. The affective data are from key-informants in the form of scale. Objective data are from bilingual history textbook chosen randomly sampling in the form of words, phrases, clauses, sentences and text. The findings of this research shows that 1) The dominant translation shift is unit shift 58,33%, structure shift: 30%, class shift: 7,77% and intra-system shift: 3.88%. 2) The dominant translation method is free translation: 57.57%, communicative translation: 19.69%, adaptation translation: 13.63% and semantic translation method: 9.09%. 3) The impact unit shift and free translation method influence the lack accuracy of translation level: 2.38. There are 60% from the bilingual history textbook is lack accuracy of translation. Then, there is a journal review from (Herman, 2017) with the title *"Shift in Translation from English into Indonesia on Narrative Text."* This research focuses on the theory of shifts in translation to the text of narrative. The data were analyzed through a Catford's translation theory, they were structure shift, class shift, unit shift, and intra-system shift from English (as the source language) into Bahasa Indonesia (as the target language). The writer concludes that the unit shifts occurred in the translation into target language is the forming from high level to lower level and from low level to higher lever. The shifts are usually created from phrase into word, verb phrase into verb, and word into phrase. From this four previous research, this research is different because the data is from movie and focus on the grammatical level of the translation shift.

In doing the translation, the translator has some types of translation, which type of translation is chosen based on some factors, such as how close the words of the source and target language are, the nature of the message, the purpose of the translation, the difference of textual material, skill of the translator, and also the target community of the translation or the type of reader. According to Catford in (Suraida & Ida, 2005) translation can be distinguished into three types, namely in terms of the extent, in terms of the level and in terms of the rank.

2.3.1 In Terms of the Extent

The extent type relates to full and partial translation. Catford in (Sahrial, 2003) states that in full translation, the entire text is submitted to the translation process that is every part of the source text is replaced by the target text material. It means that all part of the text is translated.

While in partial translation, some parts of the source text are left no translated; they are simply transferred to and incorporated in the target text. So, not all part of the text is translated. Although the text is not fully translated, but the idea or the message of the source text is conveyed as well.

2.3.2 In Terms of the Level

The level type relates to total and restricted translation of language that involved in translation. Total translation can be defined as the replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology or graphology by non-equivalent TL phonology or graphology.

Whereas restricted translation means replacement of SL textual material by equivalent TL textual material, at only one level, that is translation performed only at the phonological or at the graphological level, or at only one of two levels of grammar and lexis.

2.3.3 In Terms of the Rank

The rank type relates to the rank of translation in grammatical (or phonological) hierarchy at which translation equivalence is established. Catford divides this type into three parts. They are word-for-word translation, literal translation, and free translation.

Word-for-word translation is a type of translation which is basically tied with the word's rank. In this type, the translator just finds the equivalence of SL in the TL, without changing the structure in the translation. The words' structure in TL is quite same with the words' structure in the SL. The word-for-word translation can be applied only if both source text and target text have the same structure. Whereas, if the structure of SL and TL is different, this

type of translation should be avoided because the translation text would be difficult to understand and of course, it breaks the sentence structure of the TL.

Literal translation is sited between word-for-word translation and free translation. It refers to translate a sentence originally, keep the original message form, including the meaning of the original words and image used in metaphor. Literal translation first is done like word-for-word translation, then the translator adapts the words' arrangement in the translation sentence which is same with the words' arrangement in the SL.

Free translation is a type of translation without paying too much attention to the details of the SL. It refers to unbounded equivalence in the TL. Free translation pays little attention to the form of the original, including construction of the original sentences and meaning of the original works. Free translation communicates the meaning of source text in the natural forms of the target text. It is usually called as idiomatic translation. An idiomatic translation does not sound like a translation but more like a text written in the target text originally.

Example:

    SL   TL
Her mouth is parched.   - *Mulutnya kering*. (Word-for-word translation)
                         - *Mulut perempuan itu kering*. (Literal translation)
                         - *Dia haus*. (Free translation)

2.4 Shifts in Translation

Every translator will always try to convey the message from SL to TL. In doing this, a translator should determine the form and content of the source text and then reconstruct the same meaning by using the form which is appropriate to the target text (Larson, 1984). But in his/her effort to transfer the message by means of the universally known practice of translation, the translator usually faces some difficulties in finding the equivalence and the adjustment of structure between SL and TL. In adjusting the structure of the two languages, the translator is forced to do some changes. Catford uses the term "shift" in the process of doing those changes in translation. This shifting technique usually called as transposition (Fitria, 2015). As the continuation of the shift's discussion in chapter 1, the category shifts will be reviewed in order to get good comprehension.

2.4.1 Structure Shifts

Structure shifts involve a change in grammatical structure between source language and target language (Catford in (Venuti, 2001). Grammatical structure includes the sentence structure (S-V-O-Comp), level of phrase (head-modifier), type of sentence (active-passive), etc. Catford in (Munday, 2001) says that structure shift is the most common form of shift.

The uses of the structure shifts can be seen in the examples below:

           SL   TL
- The explanation differs.   - *Berbeda   penjelasannya*.
         S   V   V   S
- white   fence   - *pagar   putih*
modifier   head   head   modifier

2.4.2 Class Shifts

Class shifts occur when the translation equivalent of an SL item is a member of different class from the original item. These comprise shifts from one part of speech to another. Part of speech is a linguistic category of words (or more precisely lexical items), which is generally defined by the syntactic or morphological behavior of the lexical item in question, consists of noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection.

The uses of the class shifts can be seen in the examples below:

           SL   TL
- We had a very long talk.   - *Kami berbicara lama sekali*.
              noun   verb

- He is in good health.   - *Dia   sehat*.
      noun   verb

2.4.3 Unit Shifts

Unit shifts 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. Rank here refers to the hierarchical linguistics units of sentence, clause, group/phrase, word, and morpheme.

The uses of the unit shifts can be seen in the examples below:

SL	TL

- deliberate
  word
	- *tidak tergesa-gesa*
	  phrase

- reexamine
  morpheme
	- *memeriksa kembali*
	  word

2.4.4 Intra-System Shifts

Intra-system shifts occur when SL and TL possess the systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system.
The uses of the intra-system shifts can be seen in the examples below:

SL	TL

- a pair of trousers
      plural
	- *sebuah celana*
	      singular

- The houses in Medan are built beautifully.
      plural
	- *Rumah di Medan bagus-bagus*
	      singular

Shift analysis can be seen as a way of influencing the system of norms which govern the translation process. Levy in considers shift to arise from the tension between the original text and the translation ideal, and to be the result of the translator's conscious efforts faithfully to reproduce the aesthetic totality of the original.

2.5 Grammatical Units

Unit means an extend of language activity which is the carrier of a pattern of a particular kind. English grammar has units such as sentence, clause, phrase, word, and morpheme. Each of these is the carrier of a particular kind of meaningful grammatical pattern. The grammatical units operate in hierarchies, the larger units being made up of the smaller units, and from a scale of units at different ranks/levels. The grammatical units in Bahasa Indonesia also consist of five unit, as what (Machali, 2000) says *"Dalam tata bahasa kita mengenali adanya hierarki lima satuan bahasa: (1) kalimat; (2) klausa; (3) frase; (4) kata; (5) morfem.* The grammatical units will be discussed from the smaller unit to the larger unit.

2.5.1 Morpheme

A morpheme is the smallest meaningful unit which words can be analyzed, or morpheme is the minimal linguistic unit which has meaning or grammatical function. For example, re- is not a word, but it does carry meaning.
Morpheme can be classified into free and bound forms in either English or Bahasa Indonesia. Free morphemes are linguistic forms which can be used on their own or which can exist as independent word. For example, sand, sleep, nice, and black. Bound morphemes are linguistic forms which are never used alone, but must be used with another morpheme (as an affix). For example, the English suffix –ing must be used with a verb stem, like reading, standing, and working.

Affixes are the bound morpheme which are attached to a word which change the meaning/category or the grammatical function of the word. The classes of affixes are the prefix, infix, suffix, and confix. Prefix is the affix which is attached to the beginning of a word. Infix is the affix which is added within a word. Suffix is the affix which is added to the end of a word. Confix is a pair of morphemes which has one meaning.
English only recognizes three types of affixes: prefixes, suffixes, and confixes. For example:
- prefixes un- (unusual), il- (illegal), im- (impossible), ex- (exchange);
- suffixes -fy (codify), -ness (happiness), -er (speaker);
- confixes il- + -al (illogical), in- + -able (incurable), im- + -al (impartial).
Bahasa Indonesia recognizes the whole classes of affixes. For example:
- prefixes me- (melatih), di- (dipukul), ter- (terbangun);
- infixes -el- (telunjuk), -em- (gemetar), -er- (gerigi);
- suffixes -an (makanan), -kan (percayakan), -i (nikmati);
- confixes ke- + -an (kemajemukan), per- + an (persahabatan), ber- + an (berdatangan).
Bound morphemes can be distinguished into derivational morpheme and inflectional morpheme. Derivational morpheme is a bound morpheme creating new words by changing either the meaning or the part of speech (e.g. ripe, an adjective, vs. ripen, a verb). Inflectional morpheme is a bound morpheme creating a different form of the same word by changing neither part of speech nor meaning, but only refines and give extra grammatical information about already existing meaning of a word (e.g. cat and cats, refer to the same thing, but cats contains the additional information that there are more than one cat).

2.5.2 Word

A word can be a free morpheme or the combination of morphemes which are considered by the linguists as the smallest unit and can be used as a free or single form (Kridalaksana, 1992). In other words, a word can be a free morpheme or the combination of free and bound morphemes.

Since the early days of grammatical or syntactic study, words have been grouped into word-classes, traditionally labeled the "part of speech". Word-class is a group of words which are similar in function. Words are grouped into word classes according to how they combine with other words and how they change their form. They are differentiated into noun, verb, adjective, adverb, pronoun, preposition, conjunction and interjection.

1) Noun

Noun is the name of a person, place or thing. A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an appositive, an adjective and a verb. Person, place or thing usually preceded by articles or demonstratives.

2) Verb

Verb is used to show an action or state of being. Based on the object they are requiring; verbs can be divided into transitive and intransitive verb. Transitive verb is a verb which can use a direct object (no prepositions are needed to connect verb and object). For example: My sister reads a novel. Intransitive verb is a verb which does not require an object. This includes both intransitive verbs using an indirect object (e.g., They are talking in my room.) and intransitive verb with no object at all (e.g. She falls down.).

3) Adjective

An adjective is a modifier that has grammatical property of comparison. It describes or modifies noun. It is often identified by special derivational endings or by special adverbial modifier that precede it. It is commonly used before the noun it refers to, but it fills other position in a sentence as well.

4) Adverb

An adverb is a word that describes or adds the meaning of a verb. There are four classifications of adverb: adverb of manner, e.g., quickly, carefully; adverb of place, e.g. here, everywhere; adverb of time, e.g. tomorrow, today; intensifying adverb, e.g. very, quiet.

5) Pronoun

Pronoun is a word that replaces or stand for a noun. Pronoun can be divided into: personal pronoun (I, she, they, etc); adjective pronoun (my, our, etc); possessive pronoun (theirs, mine, etc); reflexive pronoun (herself, itself, etc); demonstrative pronoun (this, those, etc); relative pronoun (which, whose, etc); indefinite pronoun (everybody, someone, etc); and distributive pronoun (each, either, etc).

6) Preposition

Preposition is a word used with noun, pronoun, and gerund to link them grammatically to other words. Prepositions may express such meanings as: possession (e.g. a friend of mine); direction (e.g. to the office); place (e.g. at this room); time (e.g. after lunch).

7) Conjunction

Conjunction is a word which connects words, phrases or clauses, sentences. There are two types of conjunction: coordinating and subordinating conjunction. Coordinating conjunction connects two independent clauses together. For example: My mother reads a book and my sister reads a novel. While subordinating conjunction combines a subordinate to a principal element in the sentence. For example: Unless you leave at once, you will be late.

8) Interjection

Interjection is a word, phrase, or group of sound which indicates an emotional state or attitude such as delight, surprise, shock, and disgust, but has no referential meaning. For example: Hurrah! Bravo! Oh!, etc.

2.5.3 Phrase

Phrase is a group of words that lacks either a subject or a predicate or both. Phrases function as adjectives, adverbs, or nouns to add information to a sentence. Based on the function, phrases can be classified into noun phrase, verb phrase, adjective phrase, prepositional phrase, and numeral phrase.

1) Noun phrase is a phrase which functions as a noun. Noun phrase may contains more than one noun but only one noun can function as the head. For example: old building, the man playing guitar.

2) Verb phrase is a phrase which function as a verb. The verb that carries the main meaning in the phrase is the lexical or main verb, and the other verbs are helping or auxiliary verb. For example: David has spent all his money. (The verb phrase is underlined and the lexical verb is italicized.)

3) Adjective phrase a phrase which function as an adjective. For example: too shy, very diligent.

4) Prepositional phrase is a phrase that begins with preposition and followed by words or other kinds of phrases which function as an adjective or an adverb in a clause. For example: in the busway (preceded by preposition in and followed by the noun phrase the busway).

5) Numeral phrase is a phrase that shows the quantity and has the same distribution with numerals. For example: two pieces of papers.

2.5.4 Clause

Clauses are the building blocks of sentences. A clause is a group of words that contains (at least) a subject and a verb. There are two kinds of clauses: independent and dependent clause. An independent clause contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence by itself. An independent clause formed with:

subject + verb (+ complement)

Examples:

- Our volleyball team took a beating last Sunday.
- *Gadis desa itu mandi di sungai.*

A dependent clause begins with a subordinator such as when, while, if, that, or who. A dependent clause does not express a complete thought and cannot stand alone as a sentence by itself. A dependent clause is formed with:

subordinator + subject + verb (+ complement)

Examples:

- ... when my father married my mother...
- *... karena saya ingin cepat tamat...*

2.5.5 Sentence

The highest level of the grammatical unit is a sentence. It is made as a result of combining together elements from the levels of structure. Matthews in (Suraida & Ida, 2005) says that sentence is a series of words in connected speech or writing, forming the grammatically complete expression of a single thought.

Sentence can be classified into four types, as follows:

1. Simple sentence – contains one full subject and predicate. Takes the form of:

a. a statement, e.g. My father is an official employee.

b. a question, e.g. How many books do you have?

c. a request, e.g., Open the window, please. (The subject you is understood.)

d. an exclamation, e.g. What a terrible temper she has!

2. Compound sentence – contains two or more sentences joined into one by:

a. punctuation, e.g. The weather was terrible; all flights were delayed.

b. punctuation and a conjunctive adverb, e.g. The weather was terrible; therefore, all flights were delayed.

c. a coordinated conjunction (and, or, but, yet, so, far), e.g. The weather was terrible, so all flights were delayed.

3. Complex sentence – contains one or more dependent (or subordinated) clauses. A clause contains a full subject and predicate beginning with a word that attached the clause to an independent clause (called the main clause).

a. adverbial clause, e.g. He falls asleep in the class because he stayed up all night.

b. adjective clause, e.g. People who ail tuberculosis are banned entering the room.

c. noun clause, e.g. I can't understand why he always bothers my sister.

4. Compound-complex sentence – contains two or more independent clauses and one or more dependent clauses. For example: All flights were delayed because the weather was terrible, and the passengers were told to listen to the information to find out when the flights opened again.

III. RESEARCH METHOD

The data source of this analysis is written text, which are obtained from a DVD containing the subtitles of *The Moonlight* movie, and the data are all conversations done by all characters in the movie. The running time of the movie is about 2 hours 40 minutes. Moonlight is a 2016 American coming-of-age drama film written and directed by Barry Jenkins.

Documentation method is applied in collecting the data. As (Nawawi, 1993) says *"Metode dokumentasi ialah cara mengumpulkan data yang dilakukan dengan kategorisasi dan klasifikasi bahan-bahan tertulis yang berhubungan dengan masalah penelitian, baik dari sumber dokumen maupun buku-buku, koran, majalah, dan lain-lain."* This is a kind of technique of collecting the data by categorizing and classifying the written document that has relation with the problem discussed. In this analysis, the data are collected by rewriting all the conversation in *The Moonlight* movie into the written text, which the source language is English and the target language is Bahasa

Indonesia. Then, the underlying is done to write down the variable, namely the grammatical units which are shifted into the other level of grammatical unit that have been obtained. If there is any variable found, it has to be marked according to the unit shift it belongs to, in order to get the accurate data.

Qualitative descriptive method is used in the analysis. (Bungin & Burhan, 2001) says, *"Penggunaan strategi dekriptif kualitatif dimulai dari analisis berbagai data yang terhimpun dari suatu penelitian, kemudian bergerak ke arah pembentukan kesimpulan kategori atau ciri-ciri umum tertentu".* It means that the use of the qualitative descriptive strategy starts from an analysis of various aggregate data from research, then move toward the establishment of the conclusion of the certain category or common characteristics.

The data are analyzed by categorizing each conversation into the grammatical level of unit shifts, and employing Butler's formula of simple statistical analysis in percentage by using Educational Statistics. As its result, the frequency table of the data is appeared. It will facilitate the reader to see the frequency of unit shifts in grammatical level made by the translator.

$$\text{Unit shifts process in grammatical level} \ = \ \frac{n}{\sum n} \text{ x } 100\%$$

(Analyzed in percentage)

n   = number of grammatical unit shifts process
$\sum$n   = total number of grammatical unit shifts process

The steps in analyzing the data are as follows:
1. Obtaining the texts from the subtitles of the DVD.
2. Studying the transformed texts, the English movie subtitles (SL) and its translation in *Bahasa Indonesia* (TL).
3. Comparing the text between SL and TL to find out the unit shifts in grammatical level.
4. Listing the unit shifts in grammatical level found as the data findings.
5. Classifying the data based on their grammatical level in the unit shifts.
6. Counting all the unit shifts found to get what grammatical level is mostly shifted.

IV. DATA ANALYSIS

After collecting and analyzing the data taken from *The Moonlight* movie subtitle, the entire unit shifts from the aspect of grammatical level can be described based on the method of analysis being used, that is descriptive method.

4.1 Shifts from Morpheme Level to the Other Levels

Based on the theory explained before, there are two types morpheme in both English and Bahasa Indonesia, i.e., free morpheme and bound morpheme. Free morpheme can be used alone as an independent form, while bound morpheme cannot be used alone as independent form, but it must be combined with free morpheme to express its meaning. It is the bound morpheme in English that potential to be shifted to other levels of grammar when it is translated into Bahasa Indonesia.

The unit shift from morpheme level to the other level can be seen as follows:

4.1.1 From Morpheme Level to Word Level
1. ST   : Look, man, I don't mean no dis<u>respect</u> or nothing to you.
   TT   : *Aku tak bermaksud <u>tidak</u> menghormatimu atau apapun.*
2. ST   : You don't talk to strang<u>ers</u>?
   TT   : *Kau tak bicara dengan <u>orang</u> asing?*
3. ST   : What?! Ain't no <u>re</u>fund, man
   TT   : *Apa?! Uang tak bisa 8<u>angguh</u>, bung.*
4. ST   : You gon' tell him why the other boy<u>s</u> kick his ass all the time? Huh?
   TT   : *Apa kau akan memberitahu dia kenapa <u>anak-anak</u> sering kali <u>memukulinya</u>?*

In the example above, the bound morpheme *dis-* in English is translated into the word *tidak* in Bahasa Indonesia. Morpheme –ers in English is translated into orang asing, morpheme *re-* is translated into *8angguh* and morpheme *–s* as a plural is translated into *anak-anak* to English.

4.2 Shifts from Word Level to the Other Levels

The unit shifts in the level of word may either occur in the higher or lower the rank of level. The word level in the SL can be shifted to the other level in the TL. It can be shifted to the lower level, i.e. morpheme level, and it also be shifted to the higher level, such as phrase, clause, and even sentence level if it is possible.

4.2.1 From Word Level to Phrase Level

1. ST   : We <u>cool</u>
    TT   : *Kita <u>9angguh masalah</u>*
2. ST   : Hey, man, I <u>apologize,</u> all right?
    TT   : *hey kawan, aku <u>minta maaf</u>, oke!*
3. ST   : <u>People </u>call me Little
    TT   : *<u>Orang-orang</u> memanggilku Little*
4. ST   : <u>Nobody.</u>
    TT   : *<u>: bukan siapa-siapa</u>*
5. ST   : <u>In </u>moonlight
    TT   : *<u>Di bawah</u> cahaya bulan*
6. ST   : You <u>walk</u> all the way here?
    TT   : *Kau <u>jalan kaki</u> kemari?*
7. ST   : That <u>breeze </u>feel good
    TT   : *<u>Angin sepoi-sepoi</u> ini benar-benar membuat nyaman.*
8. ST   : Now the <u>lunch</u> used to be the shit, though.
    TT   : *Sekarang <u>makan siang</u> seperti sampah*
9. ST   : I started over.
    TT   : aku memulai <u>awal yang baru</u>

In the examples above, all the underlined words in English are translated into the phrases in Bahasa Indonesia. The underlined words in the ST above may not have the same equivalence in the TT, which are also the word level. For there is no choice, they must be translated by using the phrase to get the same meaning either in English or in Bahasa Indonesia.

The words in the ST above are shifted into 1) noun phrase as its equivalence, that is *apologize* becomes *minta maaf, people* become *orang-orang*; 2) verb phrase, that is *walk* becomes *jalan kaki*; 3) prepositional phrase, that is *in moonlight* becomes *di bawah sinar bulan*;

4.2.2 From Word Level to Clause Level

1. ST   : Home?
    TT   : pulang ke rumah?

In the examples above, the underlined words in English are translated into the higher level of grammatical unit, namely phrases in Bahasa Indonesia. The underlined words in the ST above may not have the same equivalence in the TT, which are also the word level. To get the complete meaning in the TT, those words are translated into the clauses, so they do not sound awkward based on the target language form.

4.3   Shifts from Phrase Level to the Other Levels

In the level of phrase, the unit shifts can be occurred in order to create the natural equivalence. The shifts from the phrase level can be done either to the lower level, that is the word level, or to the higher level such as clause and sentence level.

4.3.1 From Phrase Level to Word Level

1. ST   : Come on now…
    TT   : *ayolah...*
2. ST   : All right!
    TT   : *baiklah!*
3. ST   : Why you didn't <u>come home</u> like you supposed to? Huh?
    TT   : *Kenapa kau tidak <u>pulang</u> seperti biasanya? Huh?*
4. ST   : Why do you always let people <u>pick on you</u>, man?
    TT   : *Kenapa kau selalu membiarkan orang <u>mengejekmu</u>?*
5. ST   : That's good!
    TT   : *bagus!*

6. ST   : I been here <u>a long time</u>.
    TT   : *Aku sudah <u>lama</u> disini.*
7. ST   : Yo, nigga, you lettin' people <u>light up</u> at the spot, now?
    TT   : *Yo, negro, sekarang kau biarkan orang <u>makai</u> di tempat ini?*
8. ST   : <u>Calm down</u>, man.
    TT   : *<u>tenang</u>, bung!*
9. ST   : You gon' tell him why the other boys <u>kick his ass</u> all the time? Huh?
    TT   : *Apa kau akan memberitahu dia kenapa anak-anak sering kali <u>memukulinya</u>?*
10. ST   : Yeah, I bet you do.
    TT   : *ya, aku yakin*
11. ST   : All right, I'm gonna <u>wake you up</u> in the morning.
    TT   : *Aku akan <u>membangunkanmu</u> besok pagi.*
12. ST   : Yeah, yo, <u>my crazy ass</u> was the king of that shit.
    TT   : *Yeah, yo, <u>aku</u> adalah rajanya permainan itu.*
13. ST   : you <u>come holla</u> at me
    TT   : *<u>temui</u> aku*
14. ST   : Come on. You want these fools to <u>pick on you</u> every day?
    TT   : *Ayolah. Kau ingin orang-orang bodoh ini <u>mengejekmu</u> setiap hari?*
15. ST   : If you don't <u>press charges.</u>
    TT   : *Kalau kau tak <u>menuntut.</u>*

In the example number 3 above, the verb phrase *come home* in the ST is translated into the lower level of grammatical unit, namely word in Bahasa Indonesia. The phrase in the ST above does not have the equivalence in the TT as the phrase.

The unit shift here is done because English structure is different with Indonesian. If the phrase *making their way* is translated literally becomes *10anggu ke rumah*, it will not have the same understanding between ST and TT. Therefore, the phrase is translated into the most appropriate level of the TT to get the same understanding that is word level. In addition, the verb phrase is shifted into the word-classes *'verb'*.

4.3.2 From Phrase Level to Clause Level
1. ST   : In moonlight
    TT   : *Di bawah cahaya bulan*

In the examples above, those underlined preposition phrases in the ST are translated into the higher level of grammatical unit, namely clauses in Bahasa Indonesia.

The unit shifts here are done because English *structure is different with Indonesian. Phrases in is translated into the most appropriate level of the TT; di bawah* to get the same understanding, that is word level.

4.3.3. From Phrase Level to Sentence Level
1. ST   : Long word, right?
    TT   : *Kata yang 10angguh, ya?*
2. ST   : Good choice
    TT   : *Pilihan yang bagus*

The examples above shows there is an expanding meaning from each phrase to a simple sentence. The adjective phrase is shifted into the simple sentence. The expanding meaning from the ST to the TT by using the unit shift is intended to give a complete idea of the conversation doing by the speakers in the TT. Even though the meaning is expanded, but the understanding of the idea between ST and TT is the same.

4.4 Shifts from Clause Level to the Other Levels
The unit shifts in the level of clause may occur either in the lower or higher the rank of level. The clause level in the SL can be shifted to the other level in the TL. It can be shifted to the lower level, such as word and phrase level, and it also can be shifted to the higher level, such as sentence level if it is possible.

In shifting the clause level to the lower level (word or phrase), the translator should be able to make the word or phrase represents the whole idea of the ST, so that the readers do not miss something in the conversation they watch in the movie. On the other hand, in shifting to the higher level, the translator should keep the meaning not excessive by adding many words.

4.4.1 From Clause Level to Word Level
1. ST   : There's this bitch <u>that stay down</u> the corner.
    TT   : *Ada cewek yang selalu <u>nongkrong</u> di pojok jalan.*

2. ST   : Chiron and trouble always <u>found a way.</u>
   TT   : *Chiron dan masalah selalu <u>bertemu.</u>*
3. ST   : Well, thanks <u>for seeing to him</u>.
   TT   : *Makasih sudah <u>menjaganya.</u>*
4. ST   : He's scared <u>more than anything</u>.
   TT   : *Dia <u>sangat</u> ketakutan.*
5. ST   : I know y'all don't know what that means, but just hang with me <u>for a second.</u>
   TT   : *Bapak tahu kalian semua tidak mengerti, tapi bertahanlah <u>sebentar.</u>*

The unit shifts that occurred in the example above are to the lower level that is word level. Even though these shifts diminish the using of words, but it neither change nor omitting the meaning of the original text. It is nothing more than the way of the translator to make a natural impression in the translation text.

The examples no 1, 3 and 5 above are shifted from clause into word-class 'verb'; no 2 and 4 are shifted from clause into word-class 'adverb'.

4.4.2 From Clause Level to Phrase Level

1. ST   : if you can get him <u>to say something</u>?
   TT   : *siapa tahu kau bisa <u>membuatnya bicara?</u>*
2. ST   : <u>That's all right</u>, baby
   TT   : *<u>tak apa</u>, nak*

The examples above shows that the shifts are from the higher level into the lower level. The underlined phrase no 1 is shifted into the noun phrase. While the underlined phrase 2 shifted into the adverb phrase. The using of this shift is intended to simplify the compound sentence without losing it sense.

4.4.3 From Clause Level to Sentence Level

1. ST   : Roll out into the water <u>like all these other motherfuckers around here</u>.
   TT   : *Berendam seperti semua orang disini.*
2. ST   : So, you hard now?
   TT   : *Jadi, kau pria 11angguh sekarang?*

If the examples before are the shift from clause into the lower level, so the examples above are the shifts from clause into the higher level, that is sentence. The clause no 1 and 2 are the shifted into the simple sentence. These shifts are done to avoid unnaturalness in the translation and to make the sense of the original text is delivered in the TT.

4.5   Shifts from Sentence Level to the Other Levels

Sentence is the highest level in the grammatical unit structure which forms the grammatically complete expression of a single thought. Therefore, a sentence level can only be shifted to the lower levels such as clause, phrase, and word level. The unit shifts in the level of sentence mostly occur in the simple sentences.

4.5.1 From Sentence Level to Word Level

1. ST   : I don't know.
   TT   : *Entahlah*
2. ST   : Get out the fucking car!
   TT   : *keluar!*
3. ST   : Yeah, <u>it do</u>.
   TT   : *ya, <u>benar</u>*
4. ST   : What? It's bleedin'?
   TT   : *Apa? Berdarah?*

All the examples above are simple sentences since each sentence contains one full subject and predicate. The shifts are done into the lower level. Even though there is a compress of the words in every sentence, the reader still can understand what does it mean because the conversation before it still relates with the sentence.

4.5.2. From Sentence Level to Phrase Level

1. ST   : I cannot believe you.
   TT   : *sulit dipercaya.*
2. ST   : I feel you.
   TT   : *aku mengerti.*
3. ST   : knock his faggot ass back down.
   TT   : *hajar lagi.*

The simple sentences above also occurrence the shifts into the lower level, and lack of words according to the ST. However, the meaning from the original text is still conveyed in the TT. Actually, those sentences can be translated too into the sentence without the unit shift, but it is turned back to the translator; how he/she constructs the translation with his/her own way to make the translation sounds good.

4.5.3. From Sentence Level to Clause Level
1. ST : Yeah, <u>it get borin' after a while</u>.
  TT : *Ya, <u>lama-lama membosankan</u>.*
2. ST : Just go talk to him.
  TT : *bicaralah padanya.*
3. ST : I'll see you around.
  TT : *sampai jumpa.*
4. ST : You shut the fuck up.
  TT : *tutup mulutmu.*

The English sentences above are translated into the clause level in Bahasa Indonesia. Similar to the examples before, the shifts into the lower level do not decrease the meaning of the ST.

4.6   Table of the Frequency
All the sum of unit shifts in the grammatical level above can be seen in the table below, to make it easier to know what grammatical level is the most changed into the other levels.

Types of Unit Shift	Sum	Percentage
Shift from Morpheme Level to the Other Levels	4	7.7%
Shift from Word Level to the Other Levels	10	19.2%
Shift from Phrase Level to the Other Levels	18	34.7%
Shift from Clause Level to the Other Levels	9	17.3%
Shift from Sentence Level to the Other Levels	11	21.1%
TOTAL	**52**	**100%**

Table 1. Types of Unit Shift Frequency

V. CONCLUSIONS

After analyzing the data, it can be concluded that the unit shifts in the grammatical level of language in translation are very important. For those who intended to the naturalness of translation, it is very important to make the translation has the closest meaning to the target language. The shifts can be the bridge for establishing translation equivalence between the two different language systems.

It also can be concluded the reasons why the shifts should be conducted. The first reason is because there are some differences in language systems and grammatical structures. There are certain expressions in SL that differently in structure when we translate it into TL. In other words, shifts is required in the process of translation. Second, in order to make naturalness of the translation happen in translation process, shift might be the option for the translator to translate his/her texts. And this must consider that no exact equivalence in translation, hence the shifts in translation may cause the result became shorten or lengthen but does not add or omit the meaning in the TT.

Having analyzed the unit shifts in grammatical level of the translation of *Moonlight* movie subtitle, it can be concluded that:
1. 4 unit shifts from morpheme level are translated into the other levels or similar to 7.7% from the total of unit shifts of all levels;
2. 10 unit shifts from word level are translated into the other levels or similar to 19.2 % from the total of unit shifts of all levels;
3. 18 unit shifts from phrase level are translated into the other levels or similar to 34.7% from the total of unit shifts of all levels;
4. 9 unit shifts from clause level are translated into the other levels or similar to 17.3% from the total of unit shifts of all levels;
5. 11 unit shifts from sentence level are translated into the other levels or similar to 21.1% from the total of unit shifts of all levels.

From the analysis of the data, it can be seen that the unit shifts in the phrase level is taking the first place in the total of shifts. Then in the second place is the unit shifts in the sentence level. The third is the unit shifts in the word level, followed by the unit shifts in the clause level that takes the fourth place, and the last is the unit shifts in the morpheme level.

The shifts from phrase level change into word, clause, and also sentence. And from the three levels, phrase is mostly shifted into word level. This can happen because of some things. First, there are some words in English that are formed in pair with other words, so become a phrase. However, when the phrase is translated into Bahasa Indonesia, it is not a phrase but a single word.

Second, in the English subtitle of *Moonlight* movie, there are some slang words (usually the adjective) which are attached to other words. Therefore, when they are translated inti Bahasa Indonesia, those slang words do not be translated since it can make the meaning sounds awkward.

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