AN ANALYSIS OF TRANSLATION TECHNIQUES FOUND IN HARRY POTTER AND THE DEATHLY HALLOWS MOVIE PART 1 AND 2

Final Project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

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FACULTY OF LANGUAGE AND ARTS EDUCATION

UNIVERSITAS PGRI SEMARANG

2022

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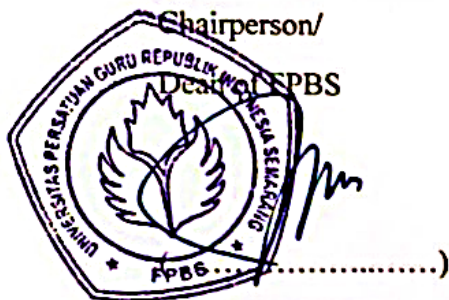
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MOTTO

"Time won't make you forget, it will make you understand things."

DEDICATIONS

To my father

To my mother

To my lovely big family

ACKNOWLEDGEMENT

First, I would like to thank to Allah SWT who always gives blessing and guidance, so that I could finish this final project as partial fulfillment of the requirements for the completion of the degree of *Sarjana Pendidikan* in English at University of PGRI Semarang.

Furthermore, I would like to express the gratitude and appreciation to people around me who helped me wrote this final project. Without their guidance, advice, and encouragement directly or indirectly, this final project would not have been completed. In this occasion, the writer would also like to express the deepest and sincerest thank to:

1. Dr. Asropah, M.Pd., the Dean of Faculty of Language and Arts Education of Universitas PGRI Semarang.

2. Dr. Jafar Sodiq, M.Pd., the Head of English Department of University PGRI Semarang.

3. Dr. Arso Setiaji, S.Pd., M.Hum. as the first advisor, for his guidance, advice, and support in completing this final project.

4. Drs. Moh. Wahyu Widiyanto. M.Pd. as the second advisor, for her continuous and valuable guidance and advice in completing this final project.

5. My beloved mother, father, and family for their do'a and support in finishing this study.

6. All lecturers of English Education Study Program of Universitas PGRI Semarang, who had taught, motivated and guided the writer since the first day of the writer's study.

7. All of my friends of Universitas PGRI Semarang, thanks for your support.

Last but not least, I would like to thank people who are not mentioned here. Without their helps, advices, and supports, this final project would not have been completed. I realize that there is nothing perfect in this final project. However, I hope this final project will be useful for all readers.

Semarang, 23/10/2022

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ABSTRACT

Pratama, Hedian Kurnia. 2022. *An analysis of translation techniques found in Harry Potter and the Deathly Hallows part 1 and 2.* Final Project, English Education Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang, Advisor I: Dr. Arso Setiaji, S.Pd., M.Hum., Advisor II: Drs. Moh. Wahyu Widiyanto. M.Pd.

Keywords: Translation, Translation Techniques, Harry Potter and the Deathly Hallows Movie

Translation technique is defined as the realization of the translation process such as method and strategy of translation. According to Molina and Albir (2002: 508), it refers to translation product and works for the micro unit of the text. In this study, the writer focused on analysing the translation techniques found in in movie script Harry Potter and The Deathly Hallows part 1 and 2. The objectives of the study were to find out the translation techniques found in Harry Potter and The Deathly Hallows part 1, to find out the the translation techniques found in Harry Potter and The Deathly Hallows part 2, and to find out the translation techniques actualized used in Harry Potter and The Deathly Hallows part 1 and 2. The writer employed the translation techniques of Molina and Albir (2002: 509-511). The descriptive qualitative technique was applied to explain the data. The object of the study was the English and Indonesian movie script of Harry Potter and The Deathly Hallows part 1 and 2 movie. The writer used the script conversation of the main characters. The result showed 11 translation techniques found in Harry Potter and the Deathly Hallows part 1 movie script namely established equivalence (20%), borrowing (16%), calque (13%), literal translation (11%), modulation (9%), linguistic amplification (9%), amplification (7%), generalization (7%), adaptation (5%), linguistic compression (4%), and transposition (3%). Therefore, there were 8 translation techniques found found in Harry Potter and the Deathly Hallows part II movie script namely established equivalence (20%), borrowing (18%), literal translation (16%), calque (14%), adaptation (11%), modulation (9%), amplification (8%), and compensation (4%). The most dominant translation technique which are actualized in Harry Potter and the Deathly Hallows part I & II movie script was established equivalence with the total 30 frequencies or 20% from 152 utterances.

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CHAPTER I

INTRODUCTION

This chapter contents background of the study, reasons for choosing topic, statements of the problem, objectives of the study, significance of the study, and definition of key terms.

A. Background of the Study

Through the history, written and spoken translations also interpreting have played a vital role in inter-human communication, for example in providing contact to important texts for scholarship and religious purposes. Yet the study of translation as an academic subject has only really begun in the past sixty years. In the English speaking countries, this discipline is now normally known as translation studies (Munday, 2001).

The term translation itself is described as a process of changing an original text in the original language into a different language by the translator (Munday, 2001). Translation includes transferring a message or meaning from source text to target text. Then, Levy (in Ordudary, 2008) also points out that translation is a communication process whose objective is to import knowledge of the original to the foreign reader. Translation has become an important study in this world. It is not only needed in education area. Since the overwhelming of technology, the role of translation also

develop in almost every single aspect of human's life (Putri, 2019). Thus, since translation is not only changing words from source language to target language, but also the message or meaning, thus it must be translated appropriately to convey the accurate meaning from source language to target language. Then the misunderstanding or miscommunication will not happen.

Hopwood (2016) state that a translator considers many elements before the actual translation is done. There could be discrepancies in vocabulary and grammar in both languages that means the literal translation is not possible. That is why these translation techniques are used to come up with an accurate translation.

Translation technique is defined as the realization of the translation process such as method and strategy of translation. According to Molina and Albir (2002: 508), it refers to translation product and works for the micro unit of the text. However, the translation technique constantly misunderstood with the term of a method and strategy, translation due to the confusion between the translation process and translation product. Furthermore, Molina states that over-lapping terms make it difficult to be understood as well.

According to Molina and Albir (2002: 510-511), there are 18 kinds of translation techniques, namely: 1) Adaptation, 2) Amplification, 3) Borrowing, 4) Calque, 5) Compensation, 6) Description, 7) Discursive Creation, 8) Established Equivalence, 9) Generalization, 10) Linguistic Amplification, 11) Linguistic Compression, 12) Literal Translation, 13) Modulation, 14)

Particularization, 15) Reduction, 16) Substitution 17) Transposition, and 18) Variation.

Furthermore, presently, there are tons of translation products that are easily to find, for instance books, movies, a variety of documents (i.e. legal, technical, research, scientific, literary, and educational), and website translation (Anggraini et al, 2020). Translation is holding important role in this modern era, we can see there are a lot of thing that deals with translation, for instance, novel, film or even educational book, in addition the existence of internet that provide a lot of access of information that dealing with translation, gives the prove that translation holding the important role in this era. One of the most valuable industry currently is film industry.

Subtitling or subtitle is one of a major part in a film or movie. Subtitling means that written captions in another language are shown at the bottom of the film, which must be synchronized with the film's dialogue for each scene (Racoma, 2015). Almost the movie which released in Indonesia contains the subtitle, both English and Indonesia. As there are many kinds of the movie in the world with the different language, the translator can choose a movie which is interesting for them. Almost the movie which released in Indonesia contains the subtitle, both English and Indonesia (Fitria, 2019).

Recently, there is a hype that movies adapted from a book or novel become a box office movie. For example: Lord of The Rings, Twilight, etc (Saputro, 2012). Hence, translation can be used to analyze movies as well (Dewi, 2016).

Then, relating to this research, the researcher will analyse J.K Rowling's novel, which is regarded as best-selling books in the origin country, England. Since its first edition, JK. Rowling novels *Harry Potter* series become best seller and continue until the final book, and the novel adapted become a box office. *Harry Potter* itself is a fiction story about a young wizard named *Harry Potter* with his whole family and friends in adventuring their life to destroy a demonic wizard named Voldemort. Because there are a lot of series of this movie, the research decides to analyse the English subtitle in *Harry Potter and The Deathly Hallows* part 1 and 2. These *Harry Potter* series are the two epic finale series of the *Harry Potter* movie and the most wanted series of *Harry Potter* movies.

The translation should fulfil three important aspects as a good translation. A good translation should fulfil three criteria accuracy, acceptance and readability of the text. (Nababan, 2012:36). Accuracy, acceptance, and readability is dealing with the meaning of the text, because good translation should unite the difference of two language of the text from source language to target language, so that, we can deliver the message of source language to target language without changing the meaning of the text. That is why translation technique is really important aspect to begin because translation technique is the way that used by translator in order to create a good quality of translation. Thus, the writer want to analyze the technique of translating that used in movie script *Harry Potter and The Deathly Hallows* part 1 and 2.

Based on the statements above, the writer focused on analysing the translation techniques. As stated before that translation has become an important study in this world because it can bridge the communication gap, especially in written aspect. Thus, this research was important to be done to avoid misunderstanding. It was the researcher's reason to write the final project entitled *"An Analysis of Translation Techniques Found in Harry Potter and The Deathly Hallows Part 1 and 2"*.

B. Reason for Choosing the Topic

Based on the background of study above, the researcher chooses the topic based on the reasons:

1. The writer is interested in translation technique analysis in the movie.

2. *Harry Potter and The Deathly Hallows* part 1 and 2 are the two epic finale series of the *Harry Potter* movie and the most wanted series of *Harry Potter* movies.

3. The writer loves translation field, this research is expected to improve the writer's competence in translation.

C. Statements of the Problem

Based on the background of the study above, the researcher formulates the statement of the problem as the followings:

1. What are the translation techniques found in *Harry Potter and The Deathly Hallows* part 1?

2. What are the translation techniques found in *Harry Potter and The Deathly Hallows* part 2?

3. How are the translation techniques actualized in *Harry Potter and The Deathly Hallows* part 1 and 2?

D. Objectives of the Study

The researcher would like to achieve the following objectives:

1. To find out the translation techniques found in *Harry Potter and The Deathly Hallows* part 1

2. To find out the the translation techniques found in *Harry Potter and The Deathly Hallows* part 2

3. To find out the translation techniques actualized used in *Harry Potter and The Deathly Hallows* part 1 and 2

E. Significances of The Study

1. Theoretically Benefits

The researcher hopes that this research can enrich the study of translation techniques, and this research can be use as a supporting source to teach and learn translation.

2. Practical Benefits

Hopefully, the researcher can be beneficial for the readers in understanding how a movie is a good media to train translation ability. When the readers read this study, they will get some information about how translation technique can make them easier to translate from source text into target text. Also for the future researcher who can use as the reference for the other researchers which are relevant to this research.

F. Definition of the Key Terms

To understand the topic easily and to avoid misunderstanding in definition of the key terms that related to this study, the researcher needs to explain the definition of the key terms as follows:

1. Translation

Translation is an activity of transferring the messages or ideas from the source text into the target text. Besides transferring messages, translation also plays a role in changing form (Nurpermadi et al., 2020).

2. Translation Techniques

Molina and Albir (2002:499) state that translation techniques are used to describe how the result of translation functions related to the corresponding units in the source text. In this case, Molina and Albir use the translation technique as a tool to analyze the result of the translation.

3. *Harry Potter and The Deathly Hallows* part 1 and 2 movie

    Harry Potter and The Deathly Hallows part 1 and 2 were the last movie of the Harry Potter series by J. K. Rowling, and the novel was rewarded as the fastest-selling fiction book in 24 hours (Suggit, 2018). This movie concluded Harry's journey to face and to defeat Voldemort, the villain in the story.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about review of related literature. It contains related literature and previous study.

A. Previous Study

There are some references to support the topic in this study. The following relevant studies suggest the translation technique in movie script.

The first previous study was conducted by Fitria (2019) entitled *Translation Technique of English into Indonesian Subtitle in "Bhaijan Bajrangi" Movie.* The objective of the research is to classify the types of translation technique from English to Indonesian subtitle in order to determine the most dominant type of translation technique of English to Indonesian subtitle of "Bhaijan Bajrangi" movie. The study of this research used the descriptive qualitative method to describe the subject or the object of the research based on the fact or reality. The data of this research are utterances or sentences in the movie script, which involves two different languages, both the SL (English) and the TL (Indonesian). The source data are "Bhaijan Bajrangi" movie. The data were collected by using the documentation method in the movie. The researcher found that the type of translation techniques used are: 1) Literal (137 data or 28.84 %), 2) Modulation (86 data or 18.11 %), 3) Reduction/Omission (83 data or 17.47 %), 4) Established Equivalence (49

data or 10.32 %), 5) Amplification/Addition (42 data or 8.84 %), 6) Transposition/Shift (33 data or 6.95 %), 7) Borrowing (20 data or 4.21 %), 8) Particularization (12 data or 2.53 %), 9) Generalization (6 data or 1.26 %), 10) Adaptation (5 data or 1.05 %), and 11) Description (2 data or 0.42 %). Then, the researcher suggest that a good translation is when readers can catch the meaning of the target language. In order to achieve this, the translators need to use the appropriate strategies in translating subtitle text of the movie.

Then, the second previous study was conducted by Rhomdati, et al (2018) entitled *Translation Techniques and Their Impacts to the Modality Orientation's Shift in The Jungle Book Movie Subtitle*. This research aimed to analyze the translation techniques used by the subtitler to translate modality orientation and the impact of the translation techniques on the modality orientation shifts in "The Jungle Book" movie subtitle. This research was a descriptive qualitative research. The data in this research were words, phrases, and clauses as the marker of modality orientation in the movie, and translation techniques used by the subtitler. Modality orientation was obtained through content analysis based on Systemic Functional Linguistics (SFL) theory as proposed by Halliday and Matthiessen (2014). Then, translation techniques were obtained through Focus Group Discussion (FGD) as proposed by Molina and Albir (2002). The findings show that the subtitler uses seven techniques to translate modality orientation. They have established equivalence, modulation, discursive creation with established equivalence, deletion, transposition, discursive creation, and reduction with established equivalence. The subtitler

uses established equivalence to translate orientation that produces same category, value, form, and orientation. Deletion technique, modulation, and creation discursive with established equivalence cause the loss of modality in the target language. Applying modulation, transposition, discursive creation, and reduction with established equivalence techniques make a shift on the modality orientation and also produce different meaning in the target language. The change of value in modality in the target language is caused by the use of modulation and reduction with established equivalence technique by the subtitler. Furthermore, because of the modality is a speaker judgment of the possibility or necessity, the further researchers can analyze the translation modality in every character in the film or novel. So, the researchers can see the tendency of the characters when using modality. Moreover, further researcher can add other approaches such as discourse analysis or pragmatic to support the further research.

The third previous study was conducted by Rahesa and Rosa (2020) entitled *Translation Techniques Used by English Department Students of Universitas Negeri Padang in Translation A Narrative Text.* This study is aimed at: finding out the techniques used by the third year English Department students in translating a narrative text from English into bahasa Indonesia. Based on the results of data analysis, it was found that the translation of narrative text entitled "Snow White" from English into bahasa Indonesia done by the third year students of English Department of Universitas Negeri Padang uses nine translation techniques. They are literal translation, established

equivalent, discursive creation, amplification, generalization, adaptation, borrowing, modulation, and linguistic compression. Among these nine translation techniques, literal translation (33.90%) is the technique that is most frequently used by the student. This study took students as the participants, so it is suggested to do further studies on translation techniques used by professional translators. In addition, it is also suggested to do other studies on translation techniques in other text types because different text types might require different translation techniques.

The fourth previous study was conducted by Ananda, et al (2019) entitled *An Analysis of Translation Procedures Found in the Translation of Movie Subtitle*. In this research, the writer attempts to find out the translation procedures in the translation subtitle of Zootopia movie from English to Indonesian subtitle to determine the intended audience of the movie. The research used a descriptive qualitative method. The data of this research are the utterances or sentences in movie subtitle both English and Indonesian with the source of the data of this research is Zootopia movie. The writer used Indonesian subtitle from the site called subscene where the translators around the world could translate movies into many languages. The data collected by watching the movie with both English and Indonesian subtitles, and categorized the collected data based on each translation procedures of Newmark. The writer figured out that the intended audience is all ages group and the writer also found ten translation procedures used in the Zootopia movie subtitle. The ten translation procedures are couplets, modulation, paraphrase, reduction, literal

translation, cultural equivalent, transference, functional equivalent, naturalisation, transposition/shifts. Based on the findings, it can be concluded that the intended audience of Zootopia movie is all ages group and there are ten from nineteen procedures are found in the Zootopia movie subtitle.

The fifth previous study was conducted by Fransiska, et al (2020) entitled *Translation Techniques and Quality of The Translation of Legal Text on Immigration Law.* This research aims to (1) analyze translation techniques by using Molina's and Albir's theory (2002) in the text of the Immigration Law in English, (2) analyze the quality of the translation in terms of accuracy, acceptability and readability by using Nababan's theory (2012) in translating legal of the Immigration Law into English; and (3) analyze the impact of translation techniques on the quality of the translation in the text of the Immigration Law in English. This research is qualitative research with a descriptive approach. The source of data is the Immigration Law written in two languages, namely Indonesian as the source text (TS) and English as the target language (TL). Based on the analysis, it is found that: (1) In the translation of the Immigration Law, there are 12 translation techniques used, namely 64 (39%) literal, 36 (22%) calque, 24 (14%) established equivalent, 10 (6.2%) generalization, 9 (5.5%) borrowing, 4 (2,4%) linguistic amplification, 2 (1.2%) particularization, 5 (3.1%) transposition, 1 (0.6%) compensation, 3 (1.8%) modulation, 2 (1.2%) reduction and 1 (0.6%) adaptation. (2) The total score for the translation quality is 2,77% which is the quality of translation almost perfect. (3) The most dominant translation technique used in translating this

legal text is literal technique (39%) which is the dominant technique that gives impact to translation quality.

B. Related Theories

1. Definition of **Translation**

There are some definitions of translation from the experts. Some definitions of translation may be different as many experts express their own thought or idea about the definition of translation. Osman (2017) states that translation is a mental activity in which the meaning of given linguistic discourse is rendered from one language to another. It is the act of transferring the linguistic entities from one language into their equivalents in another language. Translation is the communication of meaning from one language (the source) to another language (the target). Translation refers to written information, whereas interpretation refers to the spoken information. The purpose of translation is to convey the original tone and intent of a message, taking into account cultural and regional differences between the source and target languages. Translation has been used by humans for centuries, beginning after the appearance of written literature. Two languages are involved those are Indonesian as a source language (SL) and English as the target language (TL).

Additionally, translation focuses on getting the meaning of one language to the equivalent meaning of another language. Catford (as cited

in Suryawinata and Hariyanto (2003: 11), defined translation as a replacement of textual material in the source language by equivalent textual material in the target language. According to Pinchuck in Suryawinata and Hariyanto (2003: 13), translation is the process of finding a TL that is equivalent to the SL utterance. In translation, the equivalence is the closest TL to the SL used by the translator in the translation. By mastering the language skills, one can achieve equivalence in translation. Before doing the translation work, the translator must also study some linguistics theories related to the translation study in order to find the equivalence. Furthermore, translation is the branch of linguistic that transferring language from source language to target language. Like what Wills in Ordudari (2008:23) explained that, translation in a transferring process, that have a goal to change written text of source language become written text in target language which is acceptable, required understanding of syntax, semantics, pragmatics, also ability to analyzing source language.

Another experts S.Bassnett-McGuire (2008:75), also explained that translation is a process to change source language text to target language text, points need to be noted is the explicit meaning in both of the text must be the same, and the structure of source language text also need to be same, but do not change the structure of target language. In addition, translation is the replacement between one language to another. By keeping the meaning and idea from source language, but if we are talking about

cultural translation, we need to understand the background and the age that those culture appears. (T.Sugimoto, 2008:192).

The process of translation can be defined as the activity of translation. The translation process is often used by a translator as the guidance in translating a text from a source language into a target language.

Picture 2.1

Linear translation process based on Suryawinata's theory (1989:12)

```
┌──────────┐              ┌──────────┐
│  Source  │   ──────▶    │  Target  │
│ Language │              │ Language │
└──────────┘              └──────────┘
```

Suryawinata (as cited in Fitria, 2018) states that the translation process is a model which is used to describe the thinking process did by the translator when translating something. In the past, people argued that translation occurred directly and in one way. It means that the translator directly rewrites the text in the source language into the target language.

From those experts definition, we can conclude that, translation is the process of transferring text from source language and target language, that focus on the meaning of it is text and it is message that can help readers understand the text clearly.

2. **Types of Translation Technique**

    Molina and Albir (2002: 509) define that technique of translation is procedure to analyze and classify how translation equivalence works. It

refers to the steps taken by the translator to translate texts. Furthermore, Molina and Albir (2002: 509) also stated that translation refers to actual steps taken by the translators in each textual micro unit. It means that translation technique is procedure to render the messages of source text to target text and it is applied at the micro level of the text such as: words, phrases, and sentences.

There are 18 types of translation techniques which are defined by Molina and Albir's (2002: 509-511). They are discussed below.

a. Adaptation

Adaptation is expressing the message using a different situation (Fitria, 2019). Adaptation replaces the cultural elements of a type in the SL with cultural elements that exist within the TL. This technique can be used if the element or elements of those cultures have equivalents in the TL (Molina and Albir, 2002).

Example 1:

SL   : Don't cry over the spilt milk.

TL   : Nasi sudah menjadi bubur.

In the example above shows adaptation technique. It replaces the SL cultural elements with one which has the same condition and situation in the TL culture. The proverb "Don't cry over the spilt milk." in SL is translated into "Nasi sudah menjadi bubur". Both of the have the same meaning, just different expression. If it is translated to bahasa, it cannot

translate word by word. It has to be aunity with adaptation transaltion technique.

Example 2:

SL   : Brother?

TL   : Bhaijan?

In the example above shows adaptation technique. Translator expressing the message using a different situation. A shift in cultural environment. The word "Brother" in SL is translated into "Bhaijan". Bhai is the Hindi and Urdu word for brother, while jan or jaan as it may be pronounced, is a way to call someone with respect in Urdu, which comes from probably a Persian root. Hence, Bhaijaan means a respectful address for brother, generally elder brother. Therefore, there is an adaptation from SL into TL in different culture/language. Translator replaces the SL cultural elements with one which has the same condition and situation in the TL culture. The translator has to create or make a new situation that can be considered as being equivalent both in SL and TL.

Example 3:

SL   : Made me wear this *burqa.*

TL   : Membuatku memakai *cadar* ini.

In the example above shows adaptation technique. The translator expressing the message using a different situation. A shift in cultural environment. The word "burqa" in SL is translated into "cadar". A *burqa* is a Persian word. It is an enveloping outer garment worn by women in some Islamic traditions to cover themselves in public, which covers the body and the face. Originating from Arabic '*burqu'* or '*burqa'*, and Urdu. Translator replaces the SL cultural elements with one which has the same condition and situation in the TL culture that is "cadar". Here, the translator has to create or make a new situation that can be considered as being equivalent both in SL

(burqa) and TL (cadar).

b. Amplification (Addition)

Amplification or Addition is a technique in occurs when the TL uses more signifiers to cover syntactic or lexical gaps (Fitria, 2019). Addition adds information that basically does not exist in the source sentence. The presence of additional information in the target sentence is intended to further clarify the concept conveyed the original authors to the readers. This technique is only the information that is used to assist in delivering the message to the readers. These additions may not modify messages in the source language (Molina and Albir, 2002).

Example 1:

SL   : Cover your face.

TL   : *Sekarang*, tutup wajahmu.

In the example above shows amplification/addition technique. The translator adds the information item in the TL. There is addition item/word in TL "sekarang" which refers to adverb of time.

Example 2:

SL   : What did you do?

TL   : Tuan, apa yang kau lakukan?

In the example above shows amplification/addition technique. The translator adds the information item in the TL. There is addition item/word especially class word in TL "tuan" which refers to noun.

Example 3:

SL   : But don't worry, I'll get you home

TL   : Tapi kau jangan khawatir. Aku akan mengantarmu pulang.

In the example above shows Amplification/Addition technique. The translator adds the information item in the TL. There is addition item/word in TL "kau" which refers to pronoun (as subject).

c. Borrowing

Borrowing is a technique is a word or expression taken directly from another language. It can be copied, reproduced, translated/changed in TL exactly as in SL. When an expression or a word is taken over purely in TL (without change), it is called pure borrowing. In naturalized borrowing, it can be naturalized to fit the spelling rules in the TL (with changing). It can be pure borrowing or naturalized borrowing (Fitria. 2019).

Example 1:

SL   : Patriot?

TL   : Patriot?

Example 2:

SL   : Ticket?

TL   : Tiket?

Example 3:

SL   : Who gave him passport and visa?

TL   : Siapa yang memberinya passpor dan visa?

Example 4:

SL   : Are you a mechanic or a physician?

TL   : Kau itu mekanik atau dokter?

Example 5:

SL   : And he'll drop you home in his jeep.

TL   : Dia akan mengantarmu pulang dengaan *jeep.*

In the examples above show a borrowing technique. The italic words "patriot", "visa" and "jeep" in SL is translated or copied into "patriot", "visa" and "jeep" in SL. It shows that the words are purely borrowed from the original into the TL. Here, the translator uses the Pure Borrowing technique. While, the words "ticket", "passport", and "mechanic" in SL are naturalized to fit the spelling rules (with changing) into "ticket", "passport" and "mechanic" in the TL. Here, the translator uses Naturalized Borrowing technique.

d.   Calque

Calque technique is a literal translation of a word or phrase in translating the source language into the target language. It can be lexical or structural (Molina and Albir, 2002).

Example 1:

SL: directorate general

TL: direktorat jendral

Example 2:

SL   : He is the new teacher.

TL   : Dia adalah guru yang baru.

e.   Compensation

Compensation is a technique that introduce a SL element of information or stylistic effect in another place in TL. Compensation replaces the item information or position effects in the SL in other parts of the TL because it cannot be realized in the same section in the SL (Molina and Albir, 2002).

Example 1:

SL: You can let your imagination go wild.

TL: Anda dapat membiarkan hayalan mengembara sejauh mungkin.

Example 2:

SL   : a pair of trousers

TL   : sebuah celana

f.   Description

Description is a technique in replacing a term or expression with a description of its form or/and function (Fitria, 2019).Description replaces the term in the source language with the description in the target language. This technique is used when a term in the source language does not have a term in the target language (Molina and Albir, 2002).

Example 1:

SL : I see...so you're a patriot.

TL : Oh begitu...jadi kau seorang pahlawan, pembela tanah air.

In the example above shows description technique. Here, the translator replaces a term or expression with a description. The underlined word "patriot" in SL is translated into "Pahlawan", then it is followed by the description "pembela tanah air" in SL to make clearer in its meaning.

Example 2:

SL : ...my name is Pawan Kumar Chaturvedi, I am from Delhi.

TL : ..'Namaku Pawan Chaturvedi.' Aku dari Delhi, Ibukota India.

In the example above shows description technique. Here, the translator replaces a term or expression with a description. The underlined word "Delhi" in SL is translated into "Delhi", then it is followed by the description "Ibukota India" in SL to make clearer in the name of a place.

g. Discursive Creation

   Discursive creation to establish temporary equivalence that totally unpredictable out of context. Discursive Creation uses of equivalent translation techniques while away from their original

context. These techniques often appear in the translation of titles of movies, books, and novels (Molina and Albir, 2001).

Example:

SL   : The Godfather

TL   : Sang Godfather

h.   Established Equivalence

Established Equivalence is a technique in using a term or expression recognized (by dictionaries or language in use) as an equivalent in the target text (TT) (Fitria, 2019). Established Equivalence translates terms in the source language term that is already prevalent in the target language (Molina and Albir, 2002).

Example 1:

SL   : What happened?

TL   : Ada apa?

Example 2:

SL   : What's wrong, Sir?

TL   : Ada apa, Pak?

Example 3:

SL   : Thank you

TL   : Terima kasih

Example 4:

SL   : Thanks God…

TL   : Syukurlah…

Example 5:

SL   : Goodbye

TL   : Sampai jumpa

In the examples above show established equivalence technique. It uses some daily situations, in our personal lives or common term which has been stated in the dictionary or it has been used in the society. The first example, the expression "What happened" in SL is translated into "Ada apa?". It was to refer to an event in the past or refers to an event in the recent past. The second example, the expression "What's wrong" in SL is translated into "ada apa?". What's wrong is used for asking someone who looks ill or sad to tell what problem they have. The third, the expression "Thank you" in SL is translated into "Terima kasih" in SL. It is expressing thankfulness or gratitude. The fourth example is the expression "Thanks God" in SL is translated into "Syukurlah" in SL. Thanks God is a phrase spoken to someone else, suggesting that they are thankful to God for their good fortune. The last is the expression of "Goodbye" in SL is a phrase for formal or professional situations in the ending of a conversation.

i.   Generalization

Generalization is a technique in using a more general or neutral term (Fitria, 2019). Generalization translates a term with the term that is already well known in public and known to the wider community. This technique is used when a term in the source language refers to a specific section, which parallels in the target language that does not exist and refers to the same section (Molina and Albir, 2001).

Example 1: *Bajai* is translated to vehicle.

In the example above shows generalization technique. In fact *bajai* is one of vehicle in Indonesia which is known as traditional transportation, but when *bajai* is translated in English that in the particular country *bajai* is not exist, *bajai* is translated as 'vehicle' in order to make people understand about what is *bajai*.

Example 2:

SL   : But I don't have a daughter.

TL   : Tapi, aku tak punya anak.

In the example above shows Generalization technique. It uses a more general term. The word "daughter" in SL is translated into "anak" in the TL. Here, the translator uses the more general word. The word "daughter" is referring to "anak perempuan", it is a part of the word "anak" which refers to more general term.

j.   Linguistic Amplification

Linguistic amplification technique is a technique that add linguistic element from SL into the TL. This is often used in consecutive interpreting and dubbing (Molina and Albir, 2001).

Example:

SL: The David you are sculpting is you.

TL: Patung David yang anda ukir adalah diri anda sendiri.

k.   Linguistic Compression

Linguistic compression technique synthesize linguistic element in the TL. This is often used in simultaneous interpreting and in subtitling (Molina and Albir, 2002).

Example:

SL   : the mind is actually shaping the every thing that is being perceived .

TL   : *akal membentuk segala sesuatu yang ada.*

l.   Literal Translation

Literal is a technique in translating a word or an expression word for word, but thestructure follows the rule of the target language. Larson (as cited in Fitria, 2019) states that a literal translation is a translation that follows closely the form of the source language. Example 1:

SL : I cannot breathe or speak

TL : Aku tak bisa bernafas ataupun bicara.

In the example above show Literal technique. Here the translator focuses on SL has the same form and structure to the TL. In the first example, the sentence structure both in SL and TL are S + Modal + NOT + V.

Example 2:

SL : Send message to Hasan immediately.

TL : Kirim pesan pada Hassan secepatnya.

In the example above show Literal technique. This sentence has the same form and structure both in SL and TL are V + Indirect Object + Adverb of time.

m. Modulation

Modulation is a technique in changing the point of view, focus or cognitive category in relation to the source text (ST); it can be lexical or structural (Fitria, 2019).

Example 1:

SL : What are you doing?

TL : Sedang apa kau?

In the examples above show a modulation technique. The translator changing the point of view in SL into TL. The sentence "What are

you doing?" in SL have the same meaning in the sentence "Sedang apa kau?" in the TL.

Example 2:

SL   : How many times do I tell you?

TL   : Sudah ku bilang berulang kali..

In the example above shows modulation technique. The translator changes the point of view in SL into TL. The sentence "How many times do I tell you?" in SL is interrogative sentence, While in the sentence"Sudah ku bilang berulang Kali.." in TL is a declarative sentence, but both of sentence in SL and TL have the same meaning.

Example 3:

SL   : Keep lying, and you'll never see daylight again.

TL   : Katakan yang sebenarnya, atau kau tak akan melihat hari esok.

In the example above shows Modulation technique. The translator changes the point of view in SL into TL. The sentence "Keep lying,.." in SL have the same meaning in the sentence "Katakan yang sebenarnya,.." in the TL.

Example 3:

SL   : Tell me where you want to go.

TL : Cerita padaku, kalian mau kemana?

In the example above shows modulation technique. The translator changes the point of view in SL into TL. The sentence "Tell me where you want to go" in SL is a declarative sentence, While in the sentence"Cerita padaku, kalian mau kemana?" in TL is interrogative sentence, but both of sentence in SL and TL have the same meaning.

n. Particularization

Particularization is a technique in using a more precise or concrete term (Fitria, 2019). The technique contrasts with the technique of generalization.

Example 1:

SL : Thomas likes to collect jewelry.

TL : Thomas senang mengoleksi kalung emas.

Example 2:

SL : Remain seated, with your seat belt on, when the aircraft is taking off, landing or taxiing.

TL : Tetaplah duduk dengan sabuk pengaman terikat pada saat pesawat lepas landas dan ketika akan melakukan pendaratan.

In the examples above show particularization technique. The translator uses a more precise or concrete term. In the first example, the word "Greeting" in SL is translated into "Assalamu'alaikum.". While, in the

second example, the word "Greeting" in SL is translated into "Wa'alaikumsalam. The SL word both "Assalamu'alaikum" and "Walaikumsalam" are a part of the greeting. The greeting is an act of communication in which human beings intentionally make their presence known to each other, to show attention to, and to suggest a type of relationship or social status (formal or informal) between individuals or groups of people coming in contact with each other. Greetings are sometimes used just prior to a conversation or to greet in passing, such as on a sidewalk or trail. While, "Assalamu alaikum" is a common greeting among Muslims, meaning "Peace is being with you." It is an Arabic phrase, but Muslims from around the world use this greeting, regardless of their language background. Then, the appropriate response is "Wa alaikum salam" (And upon you be peace).

Example 3:

SL   : People are coming from Karachi to celebrate Eid.

TL   : Orang-orang tiba di Karachiuntuk merayakan Idul Fitri.

In the examples above show particularization technique. The italicized word "Eid" in SL is translated into "Idul Fitri". The translator uses a more specific term. *Eid is* an important religious holiday celebrated by Muslims worldwide. While, "Idul Fitri" is a part of Eid.

Example 4:

SL   : Don't joke, Mister.

TL   : Lelucon apa ini, Bhaijan?

In examples above show particularization technique. The italicized word "Mister" in SL is translated into "Bhaijan". Here, the translator uses a more specific term. Mister referring to the male. While "Bhaijan" is referring to the name of the male.

o.   Reduction

Reduction/Omission is a technique in suppressing a source text (ST) information item in the target text (TT) (Fitria, 2019). Reduction condenses the information contained in the source language into the target language. Compacting of information should not alter the text of the message in the source language (Molina and Albir, 2002). Example 1:

SL   : SBY, Susilo Bambang Yudhoyono the president of Indonesia

TL   : SBY

In the example above shows Reduction/Omission technique. The translator reduces the information item in the TL. The word "Susilo Bambang Yudhoyono the president of Indonesia " is not translated into the TL. Without translation to TL, the Indonesian people have known who SBY is. Although it is reduced, it doesn't change the meaning.

SL   : Surabaya, the capital city of East Java province, is also known as city of heros.

TL   : Surabaya juga dikenal sebagai kota pahlawan.

In the example above shows reduction/omission technique. The translator reduces the information item in the TL. It is done because the translator in the source language wanted to give information about Surabaya as the one of capita cities in Indonesia. Whereas, in target language, it does not need to give any information about Surabaya, all Indonesian people have known that Surabaya is one of capital cities in Indonesia.

p. Substitution

Substitution change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa (Molina and Albir, 2002).

Example:

SL   : gesture such as nodding

TL   : *setuju*

q. Transposition (Shift)

Transposition/Shift is a technique in changing a grammatical category. According to Bell (as cited in Fitria, 2019), to shift from one language to another is, by definition, to alter the forms. Catford (as cited in Fitria, 2019) divides the shift in translation into two major types, level/rank shift and category shift. Level/rank shift refers to a source language item at one linguistic level that has a target language

translation equivalent at a different level. In other words, it is simply a shift from grammar to lexis.

Example 1:

SL   : he *has interviewed* an Indian spy.

TL   : dia *baru saja mewawancarai* seorang mata-mata India.

Example 2:

SL   : I am going to spy on this spy.

TL   : Aku akan memata-matai mata-mata ini.

Example 3:

SL   : Please...we'll miss the train.

TL   : Tolong... kami akan ketinggalan kereta.

In the examples above show a transposition/shift technique. Those are category of the level shift. Level shift also means a shift from grammar to lexis. From the texts in the source languages above, the level shift in the translation is indicated by the grammar in the source language (SL) which is translated into lexis in the target language (TL). In the first example, the word "has interviewed" in SL has formula *have/has + V3* (Present Perfect Tense) is translated into "baru saja mewancarai" in the TL. The second example it is found that the grammatical item *tobe + -ing + to + V1* (pattern of Simple Future Tense) in the SL is translated

into *sedang* in the TL. Level shift also happens in the third example because the form has formula S + will (pattern of Present Future Tense in English) in the SL is translated into the TL by using the lexis *akan*.

r. Variation

Variation change linguistic or pragmatic elements (intonation, gestures) that affect aspects of linguistic variation: change of texual tone, style, social dialect, geographical dialect, etc (Molina and Albir, 2002).

Example 1:

SL   : By the way, ...

TL   : Ngomong-ngomong, ...

Example 2:

SL   : You are welcome.

TL   : Sama-sama.

3. **Movie Script**

According to Roberts (2003: 207-209), movie is the word most often used for million pictures although other common words cinema, movie, and sometimes pics. Movie or film is a term that encompassed individual motion pictures, the field of movie as an art form, and the motion pictures industry. Movies are produced by recording image from the world with cameras, or by creating images using animation techniques or special.

According to Hornby (2003 : 285), script is written text of play, speech, film etc. Movie is based on written screen plays which adapted from material or other media such as novels, short story that written originally for the screen. The picture and sound in the movie tell the story of every scene based on the situation which the director means. The aim of movie script is to know the dialogue in scenes by scenes, dialogue of the characters interaction in written out. Literature teaching in the class can be used to increase the students language skill through some activities like reading, watching, analyze and writing summary of the movie subject. As source of literature, movie is one of literature works. It shows in movies production which depends on the situation and period which delineation of reveals problem in real life toward the act of characters.

4. *Harry Potter and the Deathly Hallows* **Part 1 and 2**

Harry Potter and The Deathly Hallows part 1 and 2 were the last movie of the Harry Potter series by J. K. Rowling, and the novel was rewarded as the fastest-selling fiction book in 24 hours (Suggit, 2018). This movie concluded Harry's journey to face and to defeat Voldemort, the villain in the story. It was not a smooth adventure as he lost many companions throughout the journey. In this seventh novel, the main focus of Harry, Ron, and Hermione pursuit was to thwart Voldemort's plan in dominating wizarding world by finding and destroying his Horcruxes. The information about Horcrux was previously explained in the sixth book, Harry Potter and the HalfBlood Prince. However,

the existence of another artifact was informed in the last story of this series. It was the Deathly Hallows. The information of the Hallows was given to Harry and his friends together with Dumbledore's last will. With all the puzzles about the Hallows, Harry and his friends were struggling to finish the mission left to them.

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter presents methodology of research. It contains of research design, object of the study, source of data, role of the writer, methods of data collection, and method of data analysis.

A. Design of the Research

The research design that was used by the writer was qualitative research which means a research that required a deep analysis, and the result is regardless with the numeric result. According to (Creswell, 2009:33(, "qualitative research is an approach for understanding meaning from individual or group ascribe to social or human problem". Additionally, Cohen (2007:168) stated that there are several purposes of qualitative research, for example, description and reporting, the creation of key concepts, theory generation and testing.

Furthermore, the writer used a descriptive qualitative technique. The writer analyzed the translation techniques in English and Indonesian movie script of *Harry Potter and The Deathly Hallows part 1 and 2* movie. According to Cohen (2007:461), "qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants, definition of the

situation, noting patterns, themes, categories and realities and regularities."

B. Object of the Research

The object of the study was the English and Indonesian movie script of *Harry Potter and The Deathly Hallows part 1 and 2* movie. The writer used the script conversation of the main characters.

C. Role of the Researcher

In this reserach, the writer has roles as the instrument and the collector of the data. To be the instrument cannot be avoided because the data collection activities cannot be done through another intermediaries or other instrument. Because of the role as instrument is a central position, the writer should pay attention to the following:

1. Understanding the fiction as the subject of the writer.
2. Explore the theory that is used as a reference.
3. Being objective and honest.
4. Broad-minded.

Khotari (2004: 3) states qualitative research is especially important in the behavioral science where the aim is to discover the underlying motives of human behavior. In conclusion, after knowing about role of the reasearch above, the writer understood that her roles in this research were as the data collector and data analyzer.

D. Source of the Data

The sources of data in this study are divided into primary and secondary sources, they are as follows:

1. Primary source

   The primary source was taken from the English and Indonesian version of movie script of *Harry Potter and The Deathly Hallows part 1 and 2* movie.

2. Secondary source

   The secondary source was essay of the other's study, review, condensation, criticism, and similar writing that are experience indirectly. The data were taken from any kinds of book, journals, articles, etc. which is related to the topic.

E. Method of Data Collection

In this research, the method of collecting data was a documentation method. Documentation is a method of collecting data of certain variable such as notes, trascript, newspaper, magazine, meeting notes, agenda, etc (Arikunto, 1998:236). However, the document in this case was a movie, which was *Harry Potter and The Deathly Hallows part 1 and 2* movie. To analyze the translation techniques in the movie, the writer did following steps:

1. The writer collected the data by browsing. Then the writer downloaded the movie and movie script.

2. The writer watched the *Harry Potter and The Deathly Hallows part 1 and 2* movie to observe the meaning of conversations.

3. The writer grouped the data from movie script into Source Language (SL) and Target Language (TL) based on some references.

4. Collecting some references which are needed to support the data.

F. Method of Data Analysis

There were some practices in analyzing qualitative data. According to Miles, Huberman, and Saldana (2014), data condensing, data show, and conclusion drawing/verification are the three stages. Data condensation is the process of selecting, concentrating, simplifying, abstracting, and/or transforming data from a broad corpus (body) of written field notes, interviews, transcripts, documents, and other analytical materials. The data display is an organized, compressed information assembly that allows for conclusion drawing and action. Although the drawing/verification conclusion involves the conclusion of the writer's analysis based on the data presented, it is also about how the writer checks the validity of the data. In addition, Miles & Huberman in Sugiyono (2010, p. 338), gave more explanation about three stages of data analysis in qualitative research design. They were as follows:

1. Data Reduction

    It referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data from the transcription or written notes.

2. Data Display

    In data display, the writer looked at the data carefully. Data display helped the writer understanding what happens and deciding what to do regarding it.

3. Drawing Conclusion

    "Final" conclusions may not appear until data collection is over, so the data collection should be finished first, then the writer drew final conclusion.

    To collect the data, the writer emphasized the data related the topic. The writer placed the data in order, and then the writer analyzed the data related on the topic. In this case, the writer analyzed the translation techniques found in the movie with the references race of subject matters. After that, the writer concluded what the author expects from the sentences with the fact of the race that found in subject matters.

The steps in analyzing the data were as follows:

1.   Watching *Harry Potter and The Deathly Hallows part 1 and 2* movie

The first activity, the writer watched *Harry Potter and The Deathly Hallows part 1 and 2* movie in order to make the writer understand more about the conversation between the characters and the story of the movie.

2. Identifying and analyzing the cultural perspective of *Harry Potter and The Deathly Hallows part 1 and 2* movie

   The second activity, the writer identified and analyzed the translation techniques based on references that related to the topic.

3. Writing the result.

   The third activity, the writer wrote the results of the analysis *Harry Potter and The Deathly Hallows part 1 and 2* movie. In writing the result, the writer explained about the translation techniques found in *Harry Potter and The Deathly Hallows part 1 and 2* movie.

4. Making the conclusion and suggestion.

   The last activities the writer made the conclusion and suggestion of analysis *Harry Potter and The Deathly Hallows part 1 and 2* movie. In writing conclusion, the writer concluded what are the most frequently used translation techniques found in the movie in *Harry Potter and The Deathly Hallows part 1 and 2*.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents research findings and discussion from the data which were analyzed in order to answer statement of the problem of this study.

A. Research Finding

The objective of this study is to find out the translation techniques found in *Harry Potter and The Deathly Hallows* part 1, the translation techniques found in *Harry Potter and The Deathly Hallows* part 2, and the reason for the most translation technique in *Harry Potter and The Deathly Hallows* part 1 and 2.

In this finding, the researcher analyzed the script of *Harry Potter and The Deathly Hallows* part 1 and 2. He only focused with the three main characters, namely Harry Potter, Hermione Granger, and Ron Weasley.

1. Translation technique found in *Harry Potter and The Deathly Hallows* Part 1

The source of data of this study was *Harry Potter and The Deathly Hallows* Part 1 and 2 movie script. The researcher analyzed both the English and Indonesian script. He found some translation technique in it. The translation technique was analyzed by using Molina and Albir's theory. Then, the techniques were calculated and the number each was converted into a percentage. The data found was presented in table below.

Table 4.1

Translation technique found in *Harry Potter and The Deathly Hallows* Part 1

No	Translation Technique	Frequency	Percentage
1	Calque	10	13%
2	Modulation	7	9%
3	Amplification	5	7%
4	Literal Translation	8	11%
5	Borrowing	12	16%
6	Transposition	2	3%
7	Established Equivalence	15	20%
8	Adaptation	4	5%
9	Generalization	5	7%
10	Linguistic Amplification	7	9%
11	Linguistic Compression	3	4%
	Total	**78**	**103%**

The result showed 11 translation techniques found in Harry Potter and the Deathly Hallows part 1 movie script namely established equivalence (20%), borrowing (16%), calque (13%), literal translation (11%), modulation (9%), linguistic amplification (9%), amplification (7%),

generalization (7%), adaptation (5%), linguistic compression (4%), and transposition (3%). Established equivalence technique had the highest percentage.

For further explanation regards to the finding above, the researcher give some examples about translation technique found in *Harry Potter and The Deathly Hallows* part 1 movie script, as followings;

a. Calque

In *Harry Potter and The Deathly Hallows* part 1 movie script, calque translation technique has 13% with 10 frequencies. It is a technique translation of the word or phrase or from the SL into TL which can be lexical or structural system For instance,

> English (SL)   : "No, *my Patronus* is a stag."

> Indonesia (TL)   : "*Tidak, Patronusku adalah seekor rusa jantan*.".

It is categorized to calque technique because it is a word or phrase which is translated literally into sentence in TL.

b. Literal translation

Literal translation found in it with 11% with 8 frequencies. The SL is translated literally, and focuses on the form and structure, without any addition or reduction into TL. For instance,

> English (SL)   : "She might have the sword.."

Indonesia (TL)   : "*Dia mungkin mempunyai pedang.*"

In this utterance, the translator focuses on SL and TL has same structure to TL. The structure SL and TL is S + modal + verb + object (article + noun). The SL structure is S (She) + modal (might) + verb (have) + article (the) + noun (sword). If it is separated word to word, it becomes she = *dia,* might = *mungkin*, have = *mempunyai*, sword = *pedang*.

Moreover, another example as follows

English (SL)   : "Hermione, she knew Dumbledore.."

Indonesia (TL)   : "Hermione, *dia mengenal Dumbledore*."

In this utterance, the structure SL and TL is S + verb + object. The SL sturcture is S (she) + verb (knew) + object (Dumbledore). If it is separated word to wordm it becomes she = *dia*, knew = *mengenal / mengetahui*, Dumbledore = Dumbledore.

c. Establish equivalence

The researcher found 15 data used establish equivalence translation technique in it. This technique had the highest percentage with 20%. It is a method that uses a phrase or expression that is recognized as an equivalent in the TL (in a dictionary or in common use). It is used to describe situations in which multiple artistic or structural approaches are utilized to express the same issue. For instance,

English (SL)   : "Just try and act normal."

Indonesia (TL)   : "*Hanya, cobalah dan bersikaplah normal.*"

The translator translates the SL as equivalent as the TL and based on the dictionary.

d. Modulation

It is found 9% modulation technique with seven frequencies in the movie script. Modulation technique is a variation in the message's content produced by changing the point of view. It provides for an alternative method of presenting the same phenomena. For instance,

English (SL)   : "They were after you. We'd put everyone in danger by going back."

Indonesia (TL)   : "*Mereka sedang mencarimu, kawan. Jika kita kembali kita akan membahayakan semua orang.*"

The translator changes the point of view from SL to TL, but it still has same message or meaning of the utterance spoken in SL. If it is translated to into TL becomes "*Mereka sedang mencari keberadaanmu, kawan. Kita akan membuat semua orang dalam bahaya jika kita kembali ke sana.*" It has the same meaning with *"Mereka sedang mencarimu, kawan. Jika kita kembali kita akan membahayakan semua orang* in TL."

Moreover, another example as follows

English (SL)   : "Leave me yours."

Indonesia (TL)   : "*Pinjamkan punyamu.*"

The translator changes the point of view from SL to TL, but it still has same message or meaning of the utterance spoken in SL. If it is translated to TL becomes "Pinjamkan sweatermu.", but in the movie script it was not mentioned "sweater" but "*punyamu*". It has the same meaning "*Pinjamkan punyamu.*"

e. Linguistic Amplification

It is found 9% Linguistic amplification technique with seven frequencies in the movie script. Amplification technique is a technique that is used to add details that is not formulated in the source language. For instance,

English (SL)   : "Did you think we were gonna be staying in ***a***   ***hotel?*.*"

Indonesia (TL)   : "*Menurutmu kita akan tinggal di hotel bintang lima*?*"

in this utterance, the translator gives additional information in TL. In SL, the translator doesn't give the detil regards to the hotel class but in the TL, he gives detil what the hotel class is which is *hotel bintang lima*/ five stars hotel.

In addition to this, another example as follows

English (SL) : "The Hallows exist..but ***he's only after one of them, the last one***. He knows where it is.

Indonesia (TL) : "*Relikui itu ada, tapi dia hanya mengejar satu saja. Benda yang paling akhir. Dia tahu dimana itu.*

in this utterance, the translator also gives detils in TL. in SL, he doesn't explain what the last one is, but in TL he gives the detil regrds to it.

f. Borrowing

In this study, it found 12 frequencies of borrowing translation technique (16%). Borrowing is a technique that takes a word or expression straight from another language. It can be copied, reproduced, translated/changed in TL exactly as in SL. For instance,

English (SL) : "The bit of Riddle that was in that ***diary*** tried to kill me."

Indonesia (TL) : "*Jiwa Riddle di buku **diari** mencoba membunuhku.*"

in this datum, the translator uses borrowing technique. The italic word "diary" in SL is translated to "diari" in TL. It shows the word is purely borrowed from the original into TL. Translator uses Pure Borrowing technique. Translator takes the word diary directly from one language into another without change. Perhaps it is based on the English dub

version that diary, usually called diary both in English and Indonesian dub version).

in addition to this, another example as follows:

English (SL)   : "Want to know why I listen to that *radio*?

Indonesia (TL)   : "*Kau tak tahu alasanku mendengarkan radi setiap malam, 'kan* ?""

in this datum, the translator uses borrowing technique. The italic word "radio" in SL is translated to "radio" in TL. It shows the word is purely borrowed from the original into TL. Translator uses Pure Borrowing technique. Translator takes the word diary directly from one language into another without change. Perhaps it is based on the English dub version that radio, usually called radio both in English and Indonesian dub version).

g. Amplification

In this study, the researcher found five frequencies of amplification translation technique (7%). Amplification (Addition) is a technique that conveyed details that are not formulated or stated in SL. It can be either information or paraphrasing explicitly. It is same with addition or gain. It also can be called grammatical expansion for clarity of meaning. For instance,

English (SL)   : "Coming, Mum."

Indonesia (TL)   : "*Aku datang ibu.*"

In this utterance, the translator in SL doesn't utter "I am coming, mom" to indicate that Hermione is on her way to her mommy, but in TL, the translation becomes "*Aku datang, Ibu.*" which is there is additional explicit subject in TL.

h. Generalization

In this study, it is found five frequencies of generalization translation technique (7%). Generalization translates a term with the term that is already well known in public and known to the wider community. For instance,

English (SL)   : "I've had ***all the essentials packed*** for days, just in case."

Indonesia (TL)   : "*Aku sudah mempersiapkan **barang - barang penting** seharian ini.*"

In this utterance, the translator translates the phrase (SL) "all the essentials packed" into "*barang – barang penting*" (TL). The word "packed" here is translated to "barang" not "paket" in TL. The translator uses a more general or neutral term. Another example can be seen below, as follows;

English (SL)   : "This is Dolohov. I recognize him from ***the wanted posters.***"

> Indonesia (TL)　: "*Yang ini Dolohov. Aku mengenalinya di banyak tempat.*"

in this utterance, the translator translates the phrase (SL) "the wanted posters" becomes "banyak tempat" in TL. He doesn't translate the SL literally to TL because in TL it is strange to say "*di banyak tempat*" instead of "*poster buronan*".

i.　Adaptation

It is found four frequencies of adaptation translation technique in the movie script (5%). Adaptation is a translation technique which replaces a SL cultural element with one from the target language culture. For instance,

> English (SL)　　　　　: "It sets my teeth on edge."
>
> Indonesia (TL)　: "*Itu sangat mengangguku.*"

The utterance "It sets my teeth on edge." doesn't translate literally because it will make no sense. If it is translated word by word in TL, it will be It=*itu* , sets = *membuat / mengatur*, my teeth = *gigiku*, on edge = *gelisah*. It is such a strange thing to say "*mengganggu*" substitue with "my teeth on edge" in TL. Therefore, it is adapted with the target language culture or habit.

j.　Lingustic Compression

The researcher found three utterances used linguistic compression translation technique (4%). Linguistic compression is to synthesize

linguistic elements in the TL (Target Language). This is often used in simultaneous interpreting and in sub-titling. For instance,

> English (SL) : "Yeah, and we're as close to **getting rid of** it
>
> as we are to finding the rest of them..*"*
>
> Indonesia (TL) : "*Ya, dan kita akan **menghancurkan** dalam*
>
> *perjalanan menemukan sisanya*."

The phrase "getting rid of" here doesn't translate into "kabur/keluar" in TL, but it is translated to "*menghancurkan*". It happens because it is sub title from Tlto SL that's why it is synthesized the lingusitic elements in TL.

k. Transposition

In this study, the researcher found two utterances adopted transposition translation technique (3%). This technique is the change of a grammatical category. For instance,

> English (SL) : "You are great to outdone yourself this time,
>
> Hermione."
>
> Indonesia (TL) : "Kali ini kau melakukan semuanya sendiri,
>
> Hermione."

From the utterance above, we could see that the translator replaced the structure of the text in SL. Nevertheless, the translated version became

Adverb + Subject + Predicate. In other words, the grammatical category from SL into TL was changed.

2. Translation technique found in *Harry Potter and The Deathly Hallows* Part 2

In this part, the researcher explained about the translation techniques found in *Harry Potter and The Deathly Hallows* Part 2 movie script. It is same like the first part. The researcher analyzed both the English and Indonesian script. He found some translation technique in it. The translation technique was analyzed by using Molina and Albir's theory. Then, the techniques were calculated and the number each was converted into a percentage. The data found was presented in table below.

Table 4.2

Translation technique found in *Harry Potter and The Deathly Hallows* Part 2

No	Translation Technique	Frequency	Percentage
1	Calque	10	14%
2	Modulation	7	9%
3	Amplification	6	8%
4	Literal Translation	12	16%
5	Borrowing	13	18%
6	Compensation	3	4%
7	Established Equivalence	15	20%
8	Adaptation	8	11%
	Total	74	100%

From the table above, there were 8 translation techniques found found in Harry Potter and the Deathly Hallows part II movie script namely established equivalence (20%), borrowing (18%), literal translation (16%), calque (14%) adaptation (11%), modulation (9%), amplification (8%), and compensation (4%). Established equivalence technique had the highest percentages among others. It is 20% with 15 frequencies.

For further explanation regards to the finding above, the researcher give some examples about translation technique found in *Harry Potter and The Deathly Hallows* part 2 movie script, as followings;

a. Established Equivalence

This translation technique has the highest percentages among others. It is 20% with 15 frequencies. This teachnique uses a term or expression recognized (by dictionaries or language in use) as an equivalent in the TT (Target Text). For instance,

English (SL)   : "Good morning."

Indonesia (TL)   : "*Selamat pagi.*"

In this datum, the translator translates the phrase "Good morning" in TL becoming "*Selamat Pagi*" in TL. The translation technique is generally based on daily expressions in TL.

In addition to this, another datum can be seen below, as follows;

English (SL)   : "Thank you, Mr. Dumbledore."

Indonesia (TL)   : "*Terimakasih, Tuan Dumbledore.* "

The translation above uses the term or phrase that has been prevalent in the target text. The phrase "Thank you, Mr. Dumbledore." is translated to "*Terimakasih, Tuan Dumbledore.*" or "*Makasih, Pak* Dumbledore." in TL.

English (SL)   : "What do you mean?*"*

Indonesia (TL)   : "*Apa maksudmu?* "

The utterance "what do you mean?" in SL is translated to "Apa maksudmu?" in TL. The translator focuses using a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL.

b. Compensation

This technique is found with 4% and 3 frequencies. The compensation translation approach includes compensating for the loss of a source text effect in the target text by using the target text's meaning. This is done because the source text's style was influenced by the language and could not be adapted to the target text. For instance,

English (SL)   : "I realize it's not much to go on.*"*

Indonesia (TL)   : "*Aku sadar kita tak punya banyak petunjuk.*"

In this datum, it shows the stylistic effect from the SL cannot be reproduced in the same place in the TL, so it is introduced elsewhere in

the target text. It will not make any sense if the utterance "I realize it's not much to go on" is translated to "*Aku sadar ini tidak banyak untuk melanjutkan*", hence it is replaced by "*Aku sadar kita tak punya banyak petunjuk.*" Although there is no word which indicates "*petunjuk = guideline, instruction, clue, guidance, hint, direction*" in SL, it is no matter to shows the new word in TL to make understood.

In addition to this, the data can be seen below

English (SL)   : "I am afraid it's quite extensive. "

Indonesia (TL)   : "*Aku yakin pertahananmu kurang luas.*"

This utterance is translated with the stylistic impact from the SL cannot be replicated in the same places in the TL, therefore it is inserted elsewhere in the target text. In SL there is no word which indicates "defense = *pertahanan*", but in TL the translator exists the word "*pertahanan*". Hence, there is compensation word from SL to TL. Moreover, for another datum

English (SL)   : "But the thing is, ..."

Indonesia (TL)   : "*Tapi intinya ...*"

This datum is so clear using compensation translation technique as the translator compesates the word "thing" to "*intinya*". It happens because the most appropriate meaning in TL is like that.

c. Literal translation

In this study, the researcher found 12 data or 16% which applied literal translation technique. This translation technique is used to translate a phrase in the source text word by word into the target text. The SL is translated literally, and focuses on the form and structure, without any addition or reduction into TL. For instance,

English (SL)   : "He feels more dangerous."

Indonesia (TL) : "Dia merasa semakin berbahaya."

In this utterance, the translator focuses on SL and TL has same structure to TL. The structure SL and TL is S + verb + object (adjective). The SL structure is S (He) + verb (feels) + adjective (more dangerous). If it is separated word to word, it becomes he = *dia,* feels = *merasa*, more = *lebih/semakin*, dangerous = *berbahaya.*

In addition to this, it can be seen below, as follows:

English (SL)   : "We don't know...."

Indonesia (TL) : "*Kita tidak tau ...*"

In this datum, the translator focuses on SL and TL has same structure to TL. The structure SL and TL is S + auxiliary + verb. The SL structure is S (We) + auxiliary (don't) + verb (know). If it is separated word to word, it becomes We = *kita/kami,* don't = *tidak*, know = *tau.* Moreover, for another example, as follows

English (SL)   : "We? "

Indonesia (TL)   : *"Kita?"*

In this datum, the translator focuses on SL and TL has same structure to TL. The structure SL and TL depends on only "We" which means *kami/kita*.

d. Calque

In *Harry Potter and The Deathly Hallows* part 2 movie script, calque translation technique has percentage (14%) with 10 frequencies. It is a technique translation of the word or phrase or from the SL into TL which can be lexical or structural system For instance,

English   (SL)   : "I need to talk to the **Goblin**.

Indonesia (TL)   : "Aku perlu berbicara ke **Goblin**."

In this datum, the translation from SL to TL is same because calque technique is type of a literal translation of a word or phrase in translating the source language into the target language.

Moreover, another example as follows:

English   (SL)   : "**Ravenclaw** common room..*"*

Indonesia (TL)   : *"Ruang Rekreasi **Ravenclaw**"*

It is used calque technique, because the translation from source language to target language is same without any additional information or else.

In addition to this, the sentence uttered by Harry Potter

English (SL) : "Excuse me. Can someone tell me what a bloody **diadem** is? No, *my Patronus* is a stag."

Indonesia (TL) : "Permisi, adakah yang bisa memberitahuku tentang **diadem** apa itu ?.".

It is categorized to calque technique because it is a word or phrase which is translated literally into sentence in TL.

e. Adaptation

It is found eight frequencies or 11% of adaptation translation technique in the movie script. Adaptation is a translation technique which replaces a SL cultural element with one from the target language culture. For instance,

English (SL) : "Hei. easy. "

Indonesia (TL) : "*Hei. Tenanglah.*"

The translation of SL phrase "Hei. Easy" to "*Hei. Tenanglah*" in TL has been appropiate because in Indonesia we never say "*Tenanglah*" in

"Easy". Therefore, it needs any adaptation in TL in order to be acceptable with TL's culture or habit.

Furthermore, another example can be seen below, as follows:

English (SL)　　　　　　　: "Bloody hell. "

Indonesia (TL)　: "*Astaga*."

Same like before, In Indonesia we never say "*astaga*" in "Bloody hell". "Bloody hell" phrase is such a slang in source language which uses for expressing anger, annoyance, or shock. Thus, if it is translated in Indonesia, it must be suitable with Indonesian's way to express anger, annoyance or shock. "*Astaga*" word becomes the best translation to replace it.

f.　Modulation

In this study, the researcher found nine percents or seven data with applied modulation technique. This translation techniques applied by changing the point of view, focus or cognitive aspects in relation to the source text. The view point changes can be lexical or structural.

English (SL)　　　　　: "Was? Is it not still?"

Indonesia (TL)　: "*Dulunya...*"

The translator transfers the message in other point of view even though both of the sentences have the same message. The construction of

source text shows a negative form of a sentence and the target text shows a positive form of the sentence. Another example is as follows

English (SL) : "Oh, you look..."

Indonesia (TL) : "*Bagaimana kabarmu..?*"

The translator translates the phrase in SL "Oh, you look..." into "*bagaimana kabarmu*" in TL. It is clear that he change his point of view. He can transfer it into "*bagaimana kabarmu*" only by just seeing his physical appearance. Furthermore, another one is here

English (SL): "I'm a bit **preoccupied** at the moment."

Indonesia (TL) : "*Aku sedang **sibuk** saat ini.*"

In this datum, the translator translate the word "preoccupied" in SL into "*sibuk*" in TL. Actually, if we check it in dictionary "preoccupied" means "*asyik/mengasyikkan*" in Indonesia. However, beacause the translator has changed his point of view when translating it, the meaning is also changed to "*sibuk*".

g. Amplification

In this study, the researcher found six data or 8% which used amplification translation technique**.** Amplification (Addition) is a technique that conveyed details that are not formulated or stated in SL. It can be either information or paraphrasing explicitly. It is same with

addition or gain. It also can be called grammatical expansion for clarity of meaning. For instance,

> English (SL) : "You let him in! Harry, you can't -"
>
> Indonesia (TL) : "*Kau membiarkannya masuk? Harry, kau tidak boleh melakukannya.*"

In this datum, in SL it doesn't mention "You let him in! Harry, you can't let him do it" to indicate that Harry let him for doing something, but in TL, the translation becomes "*Kau membiarkannya masuk? Harry, kau tidak boleh melakukannya*" which is there is additional explicit verb in TL.

h. Borrowing

In this study, it is found 13 data or 18% with borrowing translation technique. Borrowing is a technique that takes a word or expression straight from another language. It can be copied, reproduced, translated/changed in TL exactly as in SL. For instance,

> English (SL) : "Positive."
>
> Indonesia (TL) : "*Positif.*"

in this datum, the translator uses borrowing technique. The word "positive" in SL is translated to "positif" in TL. It shows the word is purely borrowed from the original into TL. Translator uses pure borrowing technique. Translator takes the word "positive" directly

from one language into another without change. Perhaps it is based on the English dub version that diary, usually called positive both in English and Indonesian dub version).

3. The **way of translation technique are actualized in Harry Potter and The Deathly Hallows Part 1 and 2**

According to The Deathly Hallows Part 1 and 2 movie script which has presented in the table above, the chart of the merged table can be seen through the pie below:
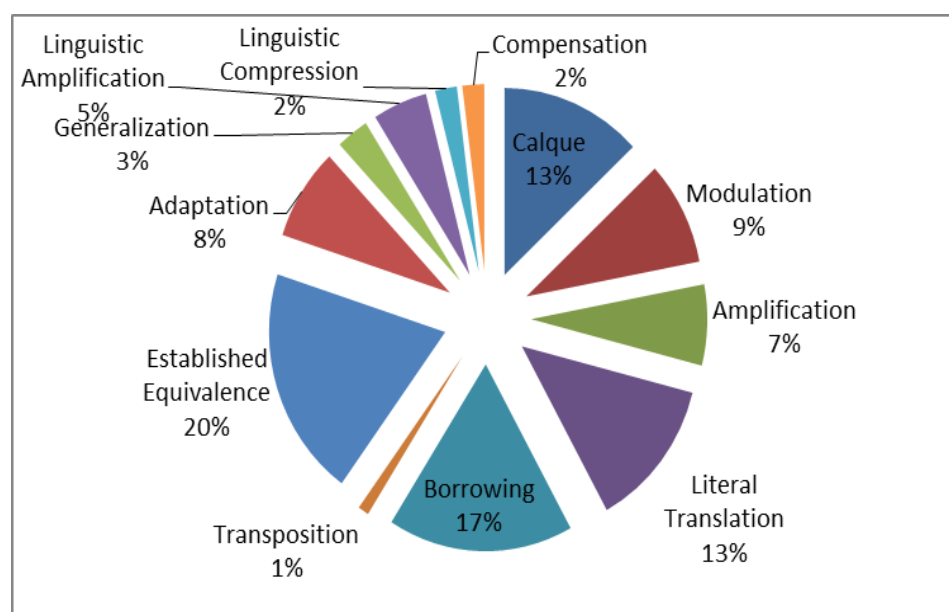

Figure 4.1 The Percentage of Translation Technique

The chart above showed the percentage of translation technique used in Harry Potter and The Deathly Hallows part 1 and 2 movie script from the highest number to the lowest one. The most dominant translation technique used in this movie script was Established equivalence (20%). The second place was borrowing (17%). Next, calque and literal

translation as the third and fourth places had the same number (13%). The fifth place was modulation (9%). Then, it was followed by adaption translation technique (8%). The next one was amplification translation technique (7%). Linguistic translation technique had 5%. Generalization as the ninth place had 3%. Compensation has 2%. The last place was transposition translation technique (1%).

B. Discussion

This section presented more explanation to answer statement of the problem. The researcher provides detail explanation about the data that have been analyzed. So that it could be more understandable.

The first finding is about type of translation technique found in Harry Potter and the Deathly Hallows part 1 movie script. It is analyzed by using Molina and Albir's theory. They define that there are 18 translation techniques (2002: 509) which work starting from the micro level to the macro level such as alphabet, word, phrase, clause, and sentences. This theory is suitable for analyzing this movie because the translator exactly adjusted every inch of word that used in SL to TL which focused in TL's culture and habit. From the *table 4.1*, it showed that there were 11 translation techniques used in Harry Potter and the Deathly Hallows part 1 movie script. They were calque, literal translation, established equivalence, modulation, linguistic amplification, borrowing, amplification, generalization, adaptation, linguistic compression, and transposition. Established equivalence technique had the highest percentage. Established Equivalence

is a technique in using a term or expression recognized (by dictionaries or language in use) as an equivalent in the target text (TT) (Fitria, 2019). Established Equivalence translates terms in the source language term that is already prevalent in the target language (Molina and Albir, 2002). This translation technique was mostly used by the translator in Harry Potter and the Deathly Hallows part I movie script, for example: "Just try and act normal." into "*Hanya cobalah dan bersikaplah normal*." It was clear that the translator translates the source language as equivalent as the target language and based on the dictionary to produce suitable translation.

The second finding revealed about the type of translation technique found in Harry Potter and the Deathly Hallows part II movie script. The translation techniques applied by the translator in each text affect the quality of the translation in terms of accuracy, acceptability, and readability. Based on the *table 4.2*, it can be seen that the translator used 8 translation techniques. The translation techniques used by the translator are: (1) calque (2) modulation (3) amplification (4) literal translation (5) borrowing (6) compensation (7) established equivalence (8) adaptation. The most used translation technique is established equivalence with 15 frequencies (20%). Established Equivalence is a technique in using a term or expression recognized (by dictionaries or language in use) as an equivalent in the target text (TT) (Molina and Albir, 2002). Established Equivalence translates terms in the source language term that is already prevalent in the target language. This translation is mostly used by the translator in translating the

conversation of the main characters such as Harry Potter, Ron, and Hermione, for example: "*what do you mean?*" into *"apa maksudmu?"*. This technique is also used in translating some terms which have established in the target language, for example: *"Is it here, Harry? Can you feel anything?"* into *"Apa ada disini, Harry? Bisakah kau merasakan sesuatu?"*. In this case, the researcher considered that the translator used this technique in order to produce a communicative translation which was readable for the target readers. Therefore, the translator needed to pay attention to the choice of words in order to produce acceptable translation. The translator had to use formal language but also less of specific terms which cannot be accepted by the main character. The use of inappropriate dictions would affect the quality of the translation.

In addition, the researcher also provided the data about the percentage of translation technique used in Harry Potter and The Deathly Hallows part 1 and 2 movie script. The researcher analyzed 150 utterances and found 12 translation techniques. The most dominant translation technique used in this movie script was Established equivalence (20%). The second place was borrowing (17%). Next, calque and literal translation as the third and fourth places had the same number (13%). The fifth place was modulation (9%). Then, it was followed by adaption translation technique (8%). The next one was amplification translation technique (7%). Linguistic translation technique had 5%. Generalization as the ninth place had 3%. Compensation has 2%. The last place was transposition translation technique (1%).

Established equivalence was the dominant translation technique used in Harry Potter and The Deathly Hallows part 1 and 2 movie script to translate a word or an expression word for word expression. Therefore, the translator needed to pay attention to the choice of words in order to produce acceptable translation. The translator had to use formal language but also less of specific terms which cannot be accepted by the main character. The use of inappropriate dictions would affect the quality of the translation. It showed that established equivalence was more flexible than word for word translation because it can transform the meaning based on the equivalence without focused in word for word meaning properly.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

This chapter delivers conclusions and suggestions of the research.

A. Conclusions

From this research, certain conclusions are obtained as follows:

1. The researcher found 11 translation techniques found in Harry Potter and the Deathly Hallows part 1 movie script namely established equivalence (20%), borrowing (16%), calque (13%), literal translation (11%), modulation (9%), linguistic amplification (9%), amplification (7%), generalization (7%), adaptation (5%), linguistic compression (4%), and transposition (3%).

2. There were 8 translation techniques found found in Harry Potter and the Deathly Hallows part II movie script namely established equivalence (20%), borrowing (18%), literal translation (16%), calque (14%) adaptation (11%), modulation (9%), amplification (8%), and compensation (4%)

3. The translation technique are actualized in Harry Potter and the Deathly Hallows part I & II movie script was established equivalence with the total 30 frequencies or 20% from 150 utterances.

B. Suggestions

1. The translator

   In translating a manual text or script which has some specific terms, translators have to use the suitable techniques by considering the target readers in order to produce qualified translation in terms of accuracy, acceptability, and readability.

2. The next researcher

   The future research investigated the quality of translation using various theories and either identical or different data. Unlike the current study, future research should uncover more classes of translation procedures, allowing for a more comprehensive examination of translation processes.

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APPENDIENCES

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 18 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama   : Dr. Asropah, M.Pd.
   Jabatan   : Ketua

2. Nama   : Dr. Jafar Sodiq, S.Pd, M.Pd.
   Jabatan   : Sekretaris

3. Nama   : Dr. Arso Setyaji, S.Pd, M.Hum
   Jabatan   : Anggota (Penguji I)

4. Nama   : Drs Mohammad Wahyu Widiyanto, M.Pd
   Jabatan   : Anggota (Penguji II)

5. Nama   : Dr. Jafar Sodiq, S.Pd., M.Pd.
   Jabatan   : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama   : Hedian Kumia Pratama   Fakultas   : FPBS
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Judul Skripsi :
    AN ANALYSIS OF TRANSLATION TECHNIQUES FOUND IN HARRY POTTER AND THE DEATHLY HALLOWS
    MOVIE PART 1 AND 2

Nilai   :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang
berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

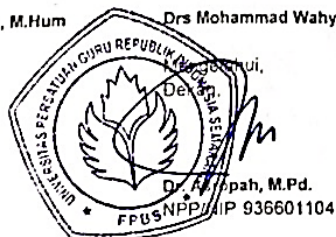Dr. Jafar Sodiq, S.Pd, M.Pd.

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Penguji II,

Drs Mohammad Wahyu Widiyanto, M.Pd

Penguji III,

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Mengetahui,
Dekan,

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1.	10-05-2020	Judul	
2.	10-05-2020	Acc Judul	
3.	27-04-2021	Acc bab I, II, III	
4.	7-05-2022	Cek dan Revisi bab 123	
5.	20-04-2022	Acc bab IV	
6.	11-5-2022	Revisi bab IV	
7.	7-7-2022	Revisi bab IV V	
8.	27-07-2022	Revisi bab V	
9.	07-11-2022	Acc bab V dan kelengkapan	

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1.	14 – 04-2020	Judul	
2.	14-04-2020	Acc judul	
3.	1 – 02 – 2021	Revisi proposal	
4.	24-2-2021	Acc proposal	
5.	27-4-2021	Revisi bab I, II	
6.	10-6-2021	Acc bab I, II, III	
7.	16-5-2022	Revisi BAB IV, V	
8.	7-7-2022	Acc BAB IV	
9.	27-7-2022	Revisi BAB V	
10.	07-11-2022	soal BAB V keseluruhan	