

The Use of Translation Techniques for Translation of Post - Modifier Noun Phrases in “The Frog Prince” Subtitles by EFL Learners

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Article Info	Abstract
<p>Keywords: Post-Modifier Noun Phrases; Translation Techniques; Subtitles; EFL Learners</p>	<p>This research aims to identify the structure of post-modifier noun phrases and analyze translation techniques of post-modifier noun phrases in ‘The Frog Prince’ subtitles that translated by EFL learners. This research is a descriptive qualitative method to compare the uses of translation techniques of post-modifier noun phrases translation between A class students and B class students of English Literature at STIBA Invada. This research used the theory of post-modifier noun phrases based on Aarts (2001) and translation techniques are proposed by Molina & Albir (2002). Then, the technique of collecting data is document analysis. The findings of this research show that there are 4 data of post-modifier noun phrases found in ‘The Frog Prince’ subtitles. Next, there are 4 translation techniques are applied by the A class students and B class student including established equivalent, adaptation, discursive creation, and reduction generally. It can be concluded that translation techniques that we chose between A class student and B class students can influence the meaning and form (structure) of post-modifier noun phrase from source language into target language.</p>
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Introduction

Translation usually occurs in everyday life with the advancement of language and technology. Translation is not only about the shift of one language into another language, but translation also must pay attention to some considerations because translating one language means translating its culture. The culture means that the author message and meaning of source language text should be transferred into target language text. Translation is rendering the meaning of a text into another language in the way that the author intended the text. (Newmark, 1988). In addition, Nababan (2003) stated translation as a process of re-contextualization of one text into another text by maintaining the most natural equivalence terms of meaning and style. The phenomenon of translation can be found in the nearest

environment, for example, a subtitle of the movie, signboards of school, signboard in airport, and many more.

Moreover, nowadays the media entertainment especially visual media do not want to leave behind to be known globally. For instance, there are many kinds of entertainment that rapidly exist and come with the newest and fresh version, especially kids' entertainment such as fairy tales exist in the digital platform. Many years ago, fairy tales can only be enjoyed by reading fairy tales' books, or even can only be heard by listening to parents who told the story. Nowadays, fairy tales come in the form of animation video and also published in many YouTube channels that provide fairy tales video. Unfortunately, the animation video of fairy tales still not serve the subtitle. Meanwhile, fairy tales have been well known in almost all over the world, the use of translation of subtitle is needed in order to be understood by many people who enjoyed it in all over the world, especially for country who use English as a foreign language such as Indonesia. Indonesia citizens who are mostly use English as a foreign language must give their effort when watching a video or movie without a translated subtitle. This problem happens to many people even they have learned English for a long period of time.

A good translation of subtitle plays an important role. The translator must have a background knowledge of both source language and target language to create a good translation. The knowledge of the type and purpose of translation is also needed by translators. Those important things are often forgotten or even unknown. Moreover, translators also need to know the procedure of translation, so that translators will pay attention to every step they selected. Thus, the selection of the appropriate translation technique especially in translating subtitle helps to create a good quality of translation products. As the translation of subtitle works in communication media, it must be focused on the target reader and it has to be more communicative. [Gottlieb \(1992\)](#) added that communicative and comprehension translation can be built by using subtitle strategies such as expansion, paraphrase, transfer, etc. For example, expansion is used when the dialog in the source language needs an explanation to gain the audience's comprehension because they cannot retrieve the cultural nuance of the source language. In other words, the translation of the subtitle needs to have more communicative and comprehension meaning than semantic meaning.

Based on the phenomenon above, this research intends to compare translation products between English Literature students at 5th semester class of A and B STIBA Invada in terms of translation technique of post-modifier noun phrases in "The Frog Prince" subtitles. Therefore, this research aims; (1) to identify the structure of post-modifier noun phrases, (2) to analyze translation techniques are applied by English Literature students' class of A and B at STIBA Invada.

The first research has been done by [Nugroho & Shepia \(2019\)](#). They conducted comparative analysis of translation strategies on slang words in the movie *Deadpool 2* between internet fansub and professional translators. Then, [Prativi et al \(2022\)](#) examined translation shift of English noun phrases into Indonesian in the movie of *Enola Holmes*. The result showed that there is a translation shifting in the form of noun phrases. One of them

is class shift which the form of noun becomes verb. After that, [Anggraini \(2018\)](#) discussed about an analysis of translation procedures of noun phrases in Carlo Collodi's novel entitled *Pinocchio*. In her research, she found 3 types of noun phrases (modifier + head, head + modifier, modifier + head + modifier) and the used eleven of translation procedure such as translation by transference, translation by cultural equivalent, etc. Delivering message of the text in target language. Next, [Saputra, et al \(2022\)](#) analyzed translation techniques of subtitle from English into Indonesian in a movie: A case on literature. There are 14 types of translation techniques are used by translator and literal and modulation technique is more dominant in subtitle translation. Meanwhile, another similar research also has been done by [Zamin & Hasan \(2018\)](#). They conducted comparative analysis of translation errors on noun phrase in English and Malay abstracts. After that, [Pertiwi et al \(2016\)](#) discussed about noun phrase and its translation procedure in *The Fault in Our Stars*. They told that the identification of the noun phrase as well as the analysis of translation procedures are both substantial keys necessary to exert in order to conduct a translation with acceptable equivalence and plausible accuracy. Next, [Putra et al \(2022\)](#) conducted about structure shift of noun phrases in "The Story of An Hour" and its translation "*Kisah Satu Jam*". The result showed that structure shifts occur when Indonesian as the target language has a different grammatical structure from English as source language. The characteristic of Indonesian is that the headword appears before the modifier which can be formulated as the headword (N) + modifier (Adj). The last, [Yanti \(2022\)](#) studied category shift of noun phrase in translation of *five little pigs* novel. where the predominant type is structure shift because it involved the change of grammatical structure such as the word order or word position between the source language and target language. Referring the previous researches, this research focus to compare two translations of EFL learners in using translation technique on post-modifier noun phrases in "The Frog Prince" subtitles.

Research Method

The design of this research is descriptive qualitative with a case study strategy. According to [Arifin \(2012\)](#) stated that descriptive qualitative research is a study which is used to explain and answer the matters of a phenomenon or event which happens in the present time. Thus, qualitative research used to examine the condition of natural objects where the researcher is a key instrument of the research. Based on [Creswell \(2009\)](#), case studies are a strategy of inquiry where the researcher explores a program, event, activity, process of individual or group in depth. This research tends a comparative analysis. Therefore, this research tends to compare the translation quality towards the used of translation techniques by English Literature students of 5th A and B class at STIBA Invada Cirebon in translating post modifier noun phrases of "The Frog Prince" subtitles.

The source of the data in this research is a fairy tales animation video entitled "The Frog Prince". The data of this research is post modifier noun phrase which taken from "The Frog Prince" subtitles and two translated subtitles of "The Frog Prince" by English Literature students at 5th semester class of A and B STIBA Invada Cirebon. Both are an EFL learners who have learned and practiced translation since they were at 4th semester. The

technique of collecting data is overt and covert observation. This research used purposive sampling to choose the informants as the translator. Then, the data analyzed using Aarts (2001) to reveal the English noun phrases structure with tree diagram. Afterwards, this research used Molina & Albir (2002) for analyzing the translation technique.

Results and Discussions

After gathering and reducing the data, this research found 4 data of post modifier noun phrase in 'The Frog Prince' subtitles. They have been analyzed into noun phrases structure and translation technique. Firstly, researcher analyzes the noun phrases from the source language text. Next, researcher compares the translation technique that used by EFL learners between A and B class.

1. Noun Phrases with Post-Modifier

Noun phrases with post-modifier is a noun phrases which has a modifier comes after noun as the head. The modifier can be a prepositional phrase (PP), adverbial phrase (AdvP), etc. Prepositional phrase consists preposition as the head and a set of noun phrase (NP) that can be with pre modifier or a single noun (Aarts, 2001). The list of noun phrases with post modifier found in 'The Frog Prince' subtitles is as follows:

Table 1. Types of Noun Phrase with Post-Modifier

No	Noun Phrase (Post Modifier)	Frequency
1	Art + N + PP (P + pro + Adj + N)	1
2	Art + N + PP (P + art + N)	1
3	Art + N + PP (P + dem + N)	2
Total		4

Basically, noun phrases with post-modifier found in 'The Frog Prince' subtitles have a modifier in the form of a prepositional phrase. However, each NP that came after P has different form. The followings are the explanation:

a. Noun Phrase Post-Modifier (Art + N + PP (P + pro + Adj + N))

The type of this noun phrase has a prepositional phrase as a modifier that comes after the head noun. Prepositional phrase consists of preposition (P) and noun phrase (NP). The form of NP which follows P is possessive pronoun (pro) + adjective (Adj) + noun). There is only 1 data of this noun phrase found in the subtitles. The following is the data:

Code: NP-PM2/01

SL
Long time ago, when wishes often come true. There lived a king with his pretty daughter.

The noun phrase from the sentence above is 'a king with his pretty daughter'. It is structured as a (art) + king (N) + with his pretty daughter (P + pro + Adj + N). Therefore, 'a

king' is the head noun and 'with his pretty daughter' is a modifier. Furthermore, the analysis can be seen on the tree diagram below:

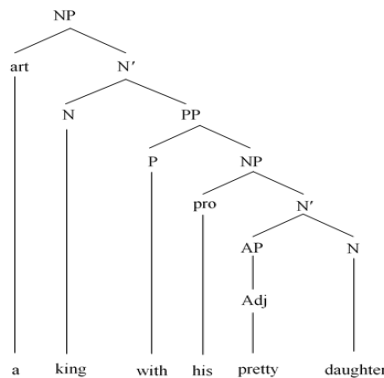


Figure 1. Tree Diagram NP Post-Modifier 1

b. Noun Phrase Post-Modifier (Art + N + PP (P + art + N))

This noun phrase has a modifier in the form of a prepositional phrase after a noun as the head of the phrase. The NP that included in PP has the form as article (art) + noun (N). The result shows there is only 1 data structured as this noun phrase found in the subtitles. The data is as follows:

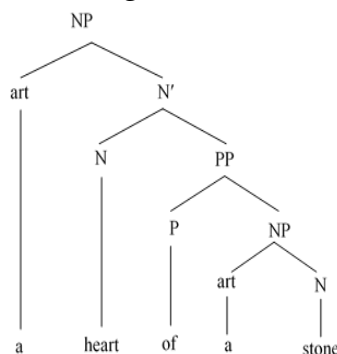
Code: NP-PM2/02

SL

Your tears melt **a heart of a stone.**

The noun phrase of the sentence is 'a heart of a stone'. The noun phrase composed by a (art) + heart (N) + of a stone (P + art + N). Thus, the head 'a heart' modified by 'of a stone'. Furthermore, the analysis can be seen on the tree diagram as follows:

Figure 2. Tree Diagram NP Post-Modifier 2



c. Noun Phrase Post-Modifier (Art + N + PP (P + dem + N))

The type of this noun phrase has a prepositional phrase as a modifier that comes after a noun as the head of the phrase. The structure of the NP that follows P is demonstrative pronoun (dem) + noun (N). There are 2 data of this noun phrase found in the subtitles. Both

form of article and demonstrative pronoun which modified a noun found in the subtitles are 'the' (art) and 'this' (dem). The following is the first data:

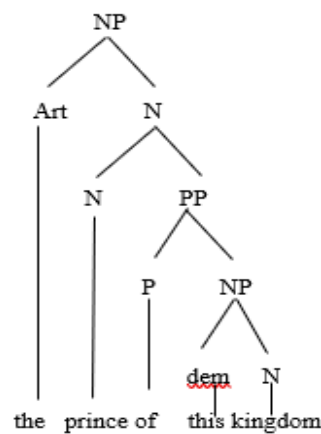
Code: NP-PM2/03

SL

I am the prince of this kingdom.

The noun phrase of the sentence above is 'the prince of this kingdom'. It is formed by the (art) + prince (N) + of this kingdom (P + dem + N). Hence, a modifier is 'of this kingdom' and the head is 'a prince'. The further analysis of this NP can be seen in the following:

Figure 3. Tree Diagram NP Post-Modifier 3



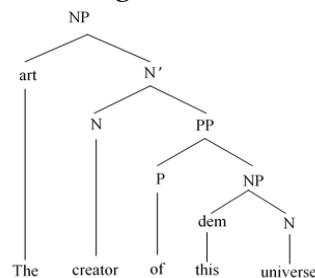
The following is the second data: Code: NP-PM2/04

SL

The creator of this universe is God, not you!

The noun phrase of the sentence above is 'the creator of this universe'. It consists of the (art) + creator (N) + of this universe (P + dem + N). Thus, a modifier is 'of this universe' and the head is 'the creator'. Furthermore, the analysis of this NP can be seen in the following:

Figure 4. Tree Diagram NP Post-Modifier 4



2. Translation Techniques

From the analysis that it has been done, there are 2 data are translated similarly and 2 data are translated differently by A and B class students. The analysis can be seen in the below:

A. The Application of Similar Variant Technique

The following are the data which translated similarly using the same translation technique followed with the accuracy level of the translation.

a. Established Equivalent

Established equivalent is a technique of translation to use a term or expression recognized by dictionary or language in use as an equivalent in the TL (Molina & Albir, 2002). This research revealed that there are 2 data which translated using established equivalent technique both in TL 1 (A class students) and TL 2 (B class students). The data display is as follows:

Code: NP-PM2/03

SL	TL.
I am the prince of this kingdom.	<i>Aku adalah pangeran di kerajaan ini.</i>
	TL.2
	<i>Aku adalah pangeran di kerajaan ini.</i>

In SL, the data contains a noun phrase that it can be seen in the phrase “the prince of this kingdom” (Art + N + P + Dem + N). Then, students as translator should recognize that how to transfer it from source language into target language. Molina & Albir (2002) stated that the translator may get a problem in translation process either because of a particularly difficult unit or because there may be gap in the translator’s knowledge or skills. In this case, translator needs the way or technique in translation process. A technique is the result of a choice made by a translator (Molina & Albir, 2002).

Furthermore, the phrase “the prince of this kingdom” is transferred into ‘*pangeran di kerajaan ini*’ of target language by both of A class students and B class students. There is no changing in message, meaning and structure of target language where the word “prince” (noun) as the head of SL is still emphasized into ‘*pangeran*’ (prince) as the noun head in target language. After that, it can be seen that they applied one technique on their translation. They used established equivalent to transfer the noun phrase structure by using dictionary meaning and language use based on the context. This research is in line with Ramadhan, et al (2022) told that established equivalent uses prevalent term in the TL. In this case, the phrase “the prince of this kingdom” is delivered into ‘*pangeran di kerajaan ini*’ with prevalent or common. The last, the meaning, message and structure (form) of translation still deliver with good even though the student and class are different.

The another data which A class students and B class students applied established equivalent technique is as follows:

Code: NP-PM2/04

SL	TL.1
The creator of this universe is God, not you!	<i>Pencipta alam semesta adalah Tuhan, bukan kau!</i>
	TL.2
	<i>Pencipta alam semesta ini adalah Tuhan, bukan dirimu.</i>

The phrase “the creator of this universe” is transferred into ‘*pencipta alam semesta*’ by A class students and ‘*pencipta alam semesta ini*’ by B class students. As we can see, A class students don’t translate the word “this” (Dem) while B class students translate ‘*ini*’ in the target language. They consider that the word “this” refers to “*Tuhan*” in target language. However, the word translation ‘this’ doesn’t change the meaning and message too much because the word ‘*pencipta alam semesta*’ (The Creator of Universe; Art + N + P + N) is still accurate translation. In this case, A class students and B class students applied on technique and they used established equivalent. For example, the word “Creator” is translated into ‘*Pencipta*’ based on the dictionary and language use. The last, there is a unit shift in target language (B class students) but the meaning and message is still accurate.

B. The Application of Different Variant Technique

There are 2 data translated differently by A class students and B class students. The data which translated differently using different translation technique followed with the accuracy level of the translation are as follows:

a. Adaptation and Discursive Creation

Adaptation translation technique is a technique that replace the SL’s cultural elements with one from the target culture. Meanwhile, discursive creation technique is a translation technique used to established a temporary equivalence which sometimes out of context and unpredictable (Molina & Albir, 2002). There is only 1 data found in this research which applied this different translation technique. The data display is below:

Code: NP-PM2/02

SL	TL.1
Your tears melt a heart of a stone.	<i>Air matamu melelehkan hati sekeras batu.</i>
	TL.2
	<i>Air matamu jatuh di tengah-tengah batu.</i>

In SL, the data contains a noun phrase that it can be seen in the phrase “a heart of a stone” (Art + N + P + Art + N). Next, this phrase also accommodates the idiom and the phrase “a heart of a stone” is an English idiom (to be unkind or cruel) in the Cambridge dictionary. It should be translated into idiom in the target language. Then, students as translator should recognize that how to transfer it from source language into target language with accurate

meaning. Furthermore, the phrase “a heart of a stone” is transferred into ‘*hati sekeras batu*’ by A class students and ‘*di tengah-tengah batu*’ by B class students. The phrase ‘*hati sekeras batu*’ (a heart as hard as a stone) is an idiom that it is suitable like the source language (a heart of a stone). It can be seen that A class students used adaptation technique which they adapt Indonesian idiom that it is close with English idiom in target language text. If we translate into ‘*hati batu*’ by using literal translation, the message and meaning is unclear that stone doesn’t has a heart like a human. This research is in line with [Sari, et al \(2021\)](#) stated that translator replaces and looks for the appropriate equivalent (adaptation) from the source language to the target language. So, the phrase ‘*hati sekeras batu*’ refers to human attitude or character. When someone is crying, anything will be destroyed and melted like the stone.

After that, the B class students used discursive creation technique. Discursive creation technique that establish temporary equivalence which sometimes very unpredictable and out of context. The phrase “a heart of a stone” become ‘*di tengah-tengah batu*’ into target language text where the meaning and form of source language is totally changed. In this context, someone is crying with deep feeling and then the listener (a hard person) feels sad to see it. The meaning of target doesn’t present it and the form changed from noun phrase into prepositional phrase. In addition, this research is in line with [Istiqomah et al \(2019\)](#) argued discursive creation technique which translator change the subtitle with simple words based on their feelings and sometime untranslated the subtitle because there is no one comparison which suitable with Indonesian subtitle. So, translator transferred the phrase “a heart of a stone” into ‘*ditengah-tengah batu*’ based on his feeling. It is not based on the context of text.

b. Established Equivalent, Reduction and Established equivalent

Reduction is a technique used by translator to suppress a SL information item in the TL ([Molina & Albir, 2002](#)). There is only 1 data found in this research which applied double variant technique. The following is the data display:

Code: NP-PM2/01

SL	TL.1
Long time ago, when wishes often come true. There lived a king with his pretty daughter.	<i>Hidup seorang raja dan putrinya.</i>
	TL.2
	<i>Hiduplah seorang raja bersama putri kecilnya yang manis.</i>

In SL, the data contains a noun phrase that it can be seen in the phrase “a king with his pretty daughter” (Art + N + P ++ Pr + Adj + N). Then, students as translator should recognize that how to transfer it from source language into target language with accurate meaning. Furthermore, the phrase “a king with his pretty daughter” is transferred into ‘*seorang raja dan putrinya*’ by A class students and ‘*seorang raja bersama putri kecilnya yang manis*’ by B class students. There is a missing word “pretty” in the source language that it doesn’t translate into target language text (A class students). It can be seen that they used reduction technique which they omit and delete the expression. The phrase “a king daughter” has already

represented “pretty” (*manis, cantik*) so translator doesn’t need to translate it. However, the translation of A class students is still accurate (form and meaning) because they also used established equivalent ‘*seorang raja dan putrinya*’. The last, this research is line with Pahamzah & Syariifah (2019) discussed about reduction technique that compress of information performed should not alter messages in the source language text. So, A class students has already considered the message and meaning where it should be equivalent even though there are some missing words as long as the message and meaning is clear.

Meanwhile, B class students applied one technique. It is only established equivalent. The phrase “a king with his pretty daughter” is translated as ‘*seorang raja bersama putri kecilnya yang manis*’ in TL.2. There is no element of the SL reduced in the TL 2 where the word “pretty” is transferred into ‘*manis*’. Next, there is no change of form (noun phrase) and meaning is delivered with accurate (a pretty daughter of king).

Conclusions

Based on the findings of this research, it can be concluded that noun phrases with post-modifier is rarely appeared in ‘The Frog Prince’ subtitles. Furthermore, post-modifier noun phrase that found in ‘The Frog Prince’ subtitles are formed by prepositional phrase (PP) as a post modifier. Next, there are some noun phrases change into the word or the missing of demonstrative pronoun. Then, subtitles have limited space which post-modifier noun phrases can be more concise and easier to read quickly. After that, post-modifier noun phrases can sometimes provide emphasis or clarity by ensuring the noun is immediately understood before the additional information is presented. Afterwards, translation technique which applied by the first translator (A class) and the second translator (B class) are 4 techniques from 18 techniques proposed by Molina & Albir (2002). Generally, they are established equivalent, adaptation, discursive creation, and reduction. The most frequent technique used by both the first translator (A class student) and the second translator (B class student) is established equivalent. Some researchers stated that established equivalent will be appropriate to use in the target language. Hadi et al (2021) stated the grammar of the SL and TL would be modified using this technique in the form of phrases, clauses, and sentences. Next, Utami & Satyaningrum (2022) argued that it employs common terms or expressions in target language. The last, Restiana & Nugroho (2021) told that established equivalent as the technique with the highest frequency. Intriguingly, it may be observed that translators are particularly concerned about the original language’s grammatical structures.

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