# Amplification and Transposition in English Commands and Its Translations into Indonesian with Reference to the Novel Entitled Harry Potter and The Order of Phoenix

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**Abstract**—Every human has their own characteristics of languages and in order to understand one language to another languages, then, translation was essential and fully needed. In order to avoid the awkward translation, therefore the translator must use a technique in translating the texts. The research aimed at analyzing the equivalence between the source language and its translations based on the translation techniques applied by translator. This research focused on the amplification and transposition techniques could be seen on the imperative sentences especially command. The research was conducted by applying qualitative method. The research was conducted by applying library research and observation methods. The collected data were analyzed using descriptive qualitative method. The study applied two methods to present the analysis of data as follows informal and formal method. Target of research did not involve participants however, this research focused on analyzing data was English commands and its translation into Indonesian by using amplification and transposition found in the novel. The result of research showed amplification and transposition were dominant used in translating the English commands (SL) into Indonesian (TL). The translator applied amplification and transposition to find equivalences when transferring the meaning from the source language (SL) into target language (TL). Therefore, the overlapping translation could be minimized. Amplification had a role especially the addition of information. The phenomena occurred when the detail information did not contain in the SL and the translator must be sensitive by putting the necessary information in TL. Transposition created three parts of shift: structure, unit, and class of shift.

**Keywords:** Amplification, Command, Transposition.

## I. INTRODUCTION

Language was a communication media used by human beings to convey their thought, idea, and feelings in written or spoken. Every human has their own characteristics of languages and in order to understand one language to another languages, then, translation was essential and fully needed. Translation has important rule in the scope of communication globally. . Translation nowadays is noted as a kind of skill of transferring messages from one language into another language (Rahmatillah, 2013). (Nida, 1975) stated that translation is the production of a translation version, which is close and natural to be called as equivalent. Translation is currently described as a profession under pressure from automation, falling prices and globalized competition (Vieira, 2020). This activity is "producing in the receptor language the closest natural equivalent of the message of the source language, first in terms of meaning and secondly in terms of style". According to (Bell, 1991) preferred to define translation in relation to an attempt of finding equivalence.

"Translation is the replacement of a representation of a text in one language by a representation of an equivalent meaningful text in a second language. (Hatim & Munday, 2004) defined translation as a process of translating a written text from source language to target language.

Translation cannot be separated from the existence of language with its elements like classification of language levels, language rule, and language phonology (Catford, 1965). In the process of translating the messages from source language into target language was not easy task. Every language had different characteristics lied in grammar and culture. In order to avoid the awkward translation due to the different background of languages, therefore the translator must use a technique in translating the texts. Technique is a particular way of doing something especially one which you have to learn special skill (Hornby, 2010).

The theory used was the main theory of (Molina & Albir, 2002) which divided the translation techniques into seventeen types as follows: amplification, borrowing, calque, compensation, description, discursive creation, establish equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition and variation.

(Molina & Albir, 2002) stated that amplification is to introduce details that are not formulated in the ST: information, explicative paraphrasing e.g., when translating from Arabic (to Spanish) to add the *Muslim month* of fasting to the noun *Ramadan.* Borrowing is to take a word or expression straight from another language. It can be pure (without any change), e.g., to use the English word *lobby in* a Spanish text, or it can be naturalized (to fit the spelling rules in the TL).

Calque is literal translation of a foreign word or phrase; it can be lexical or structural,.This process, also known as loan translation, which typically consists in the direct, morpheme-for-morpheme translation of foreign terms, is looked at in light of various linguistic and extralinguistic factors (Ali, 2005), e.g., the English translation *Normal School* for the French *Écolenormale.*

Compensation is to introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST. Description is to replace a term or expression with a description of its form or/and function, e.g., to translate the Italian *panettone*as traditional Italian cake eaten on *New Year's Eve.*

Discursive creation is to establish a temporary equivalence that is totally unpredictable out of context, e.g., the Spanish translation of the *film Rumble fish* as *La ley de la calle.* Established equivalent is to use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL, e.g., to translate the English expression *They are as like as two peas* as *Se parecencomo dos gotas de agua* in Spanish.

Generalization is to use a more general or neutral term, e.g., to translate the French *guichet,fenêtre*or *devanture,* as *window* in English. Linguistic amplification is to add linguistic elements. e.g., to translate the English expression Linguistic compression is to synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling, e.g., to translate the English question Yes, so

Literal translation is to translate a word or an expression word for word, e.g., *They are as like as two peas* as *Se parecencomo dos guisante*, or, She is reading as *Ella estáleyendo*. Modulation is to change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural, e.g., to translate as you are going to have a child, instead of, you are going to be a father.

Particularization is to use a more precise or concrete term, e.g., to translate *window* in English as *guichet* in French. Reduction is to suppress a ST information item in the TT, e.g., the month of fasting in opposition to *Ramadan* when translating into Arabic.

Substitution (linguistic, paralinguistic) is to change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa, e.g., to translate the Arab gesture of putting your hand on your heart as Thank you.

Variation is to change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc., e.g., to introduce or change dialectal indicators for characters when translating for the theater, changes in tone when adapting novels for children, etc.

Meanwhile, transposition is to change a grammatical category, e.g., *He will soon be back* translated into Spanish as *No tardará en venir*, changing the adverb soon for the verb

tardar, The change of grammatical category appeared a shift in translation. The investigation on shift in translation primarily deals with distinctive forms that represent similar meaning in two involved languages. In order to support the shift of translation then, this study used the supporting theory of Catford (1965). He introduced shifts as departures from formal correspondence in the process of going from the SL to the TL. (Catford, 1965) divided the major types of shift falls into level shift and category shift.

Level shifts is a shift of level we mean that a SL item at one linguistic level has a TL translation equivalent at a different level. Category shift meant we referred to *unbounded* and *rank-bound* translation: the first being approximately "normal" or "free" translation in which SL-TL equivalences are set up at whatever rank is appropriate. There were four parts of category shifts as follows: structure shift, class shift, and unit shift

Structure shift can occur at all ranks in translation. Class shift is related to change of words classes or parts of speech in translation. While, unit shift is changes of rank that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL. The characteristics of unit shift could be seen from the change of forms as the unit of linguistics that is one unit shift to a different shift.

The translation techniques could be observed on sentence. It is a set of word expressing a statement, a question or an order (Hornby, 2010). One of sentence type was imperative sentence. (Thomson, 1986) states that commands, requests, invitations, advice, and suggestions are expressed by the imperative. "As the imperatives are used, for example, to tell or ask people what to do, to make suggestions, to give advice or instructions, to encourage and offer, and to express wishes for people's welfare. (Hornby, 1976), imperatives can be expressed in various ways, the verbs command, invite, request, suggest, and give advice to the addressee

This study choose one of imperative sentence function was command as topic of discussion. " Command is order given to a person or animal (Hornby, 2010:286) The two techniques of translation stated above had the role in translating command as imperative sentence which involves two different languages especially English command as SL into Indonesian command as TL.

The examples of commands could be found in various source of data was literature. (Wellek & Warren, 1956) the literature mirrors and expresses life that is even more ambiguous. Novel was one of literally works chose in this study. (Sumardjo, 1998) says that "novel is a story with the prose form in long shape, this long shape means the story including the complex plot, many character and various setting". The existence of novel as a means for representing the life of human being contains in fiction. Novel had developed in Indonesian was proven by appearing various genres. Then, the style of writing changed into flexible and it attracted the social communities to read.

This study compared to the previous study lied in the scope of discussion which more specific. The most of translation studies focused on identifying the types of translation techniques in general. However, this research merely concerned on two types consists of amplification and transposition. This study tried to observe the role of amplification and transposition in translating command as one of imperative function in the novel entitled *Harry Potter and The Order of Phoenix* and its translation into Indonesian.

The aims of the study was to analyze the equivalences on the data was English commands as the source language (SL) and its translation into Indonesian commands (TL) based on the technique of translations applied by translator namely amplification and transposition.

## II. METHODS

The research was conducted by applying qualitative method. Target of research did not involve participants however, this research focused on analyzing English commands and its translation into Indonesian commands by using two types of translations techniques as follows: amplification and transposition found in the novel. Therefore, library research and observation were methods of collecting data applied in this study.

According to (Semi, 1993) a study that is undertaken in the library, where the researcher collected the data and information from the sources in the forms of books under concern. Meanwhile, observation method is applied in such a way by observing carefully the entire data source consists of source language (SL) in English and its translation into Indonesian as target language (TL).

The data to support this research was

taken from directly from an English novel entitled *Harry Potter and The order of Phoenix"* as source language (SL) and its translation into Indonesian novel as target language (TL). This novel was written by J.K. Rowling and translated by Monica Devi. It was published by Gramedia Pustaka in 2004. The reasons of choosing this novel and its translation into Indonesia because it contained many commands.

The technique of collecting data implemented by reading the novel and using note- taking. First step was taking the magazines then reading the novel to carefully understand how the source language (SL) in English were being translated into Indonesian translation in Target Language (TL). The second step was underlining the data of SL which were translated into TL then taking note those data that had been found into a paper or note book. The last step, the selected data were classified based on the objects investigated was techniques of translation.

The collected data were analyzed using descriptive qualitative method. In the analysis, sequences steps were considered in accordance to the problems formulated. The first step was putting the chosen data of each paragraph side by side comparing the SL text and TL text to make easier in doing process of analyzing. The second step was analyzing and classifying those data according to the theory of translation techniques proposed by (Molina & Albir, 2002).

(Sudaryanto, 1993) stated that there are two methods of presenting data as follows: informal and formal methods. The formal is method of presenting the data by using words. Meanwhile the informal refers to method of presenting the data by using symbols, figures, and tables (artificial languages). The study applied two methods to present the analysis of data as follows informal and formal method. Formally, the selected data were presented in the form of tables to clearly observe the English source language and its translation equivalents side to side. Informally, the analysis was presented in the form of descriptive words

## III. RESULT AND DISCUSSION

This section presented the results of discussion about techniques in translating English commands (SL) into Indonesian commands (TL) with referent to the novel entitled "*Harry Potter and the Order of Phoenix* and its translation into Indonesian.

Molina and Albir (2002) divided the translation techniques into seventeen types, however, this study concerned on two types consists of

| SL | TL |
| --- | --- |
| "Write to Sirius". You've got to tell him what's happened. He asked you to keep him posted on everything that's going on at Hogwarts | "Tulis surat kepada Sirius." Kau harus memberitahu dia apa yang terjadi. Dia sudah menyuruhmu memberitahunya apa saja yang terjadi di Hogwarts |

amplification and transposition techniques. Then, transposition was proposed by theory of (Molina & Albir, 2002) supported by theory of (Catford, 1965) about shift in translation. The explanation of analysis were presented below:

**Amplification**

TL The data above determined amplification technique. It referred to addition of information in the target language (TL). Based on the data, the translator added information was things (surat or letter) which was not put in the source language (SL). She or

| SL | TL |
| --- | --- |
| There was something in the alleyway apart from themselves, something that was drawing long, hoarse, rattling breaths. Harry felt a horrible jolt of dread as he stood trembling in the freezing air. "C-cut it out! Stop doing it! | Ada sesuatu di jalan setapak itu selain mereka berdua, sesuatu yang menghembuskan napas panjang parau, berkeretan. Harry disentak ketakutan saat gemetar dalam udara sedingin es. " Hentikan ! jangan lakukan lagi |

he did not translate the English command " write to sirius " into Indonesian command "tulis surat itu " however, the translator put the word *surat* (TL) or letter in English after the verb (write) with the aim to give complete information contained in the story especially for target readers.

The second data indicated technique of translation was amplification. It could be seen on the data *doing it* (SL) was translated into *jangan lakukan lagi*! (TL). Translator added the information was negative command with the marker *jangan*. Based on KBBI (2005:218) *jangan* meant a word expressed prohibition. The translator did not translate literally *stop doing that* (SL) into *berhenti melakukan nya* (TL).

However, she or he put the word *jangan*. The story described the main character named Harry and

| SL | TL |
|---|---|
| don't forget to keep your voices down in the hall. Ginny, your hands are filthy, what have you been doing? | Jangan lupa memelankan suara kalian di aula bawah. Ginny, tanganmu kotor sekali, ngapain aja kau ? |

his friend were in full of darkness. The friend of Harry let sound of fear out that bothered him. Then, his friend said "*he will tell you to Dad about where you are and what are you doing* "which his statements annoyed him. Therefore, the translator decided to put the word *jangan* into target language to emphasize the negative behavior of his friend and forbid to perform it again.

The third data contained amplification technique. It was shown by the word " hall " (SL) translated into "aula bawah" (TL). Based on the definition of Molina and Albir that the amplification was a technique of translation which add an information in target language (TL) however, it did not be included in the source language (SL). According to (Hornby, 2010) hall is a space or passage inside the entrance or front door of building.

The story described the characters had finished the meeting and went downstairs then, continuing to have a dinner. It was supported by sentence in the novel *""The meeting's over, you can come down and have dinner now, everyone's dying to see you, Harry. And who's left all those Dungbombs outside the kitchen door?"*.The addition of the word " bawah" referred to the sentence *you can came down and have a dinner* in the novel. Translator did not transfer the word "hall " (SL) became "aula " however, put the word "bawah" after the word "aula" . It indicated that she or he clearly explained the location of hall itself.

**Transposition**

(Molina & Albir, 2002) states that transposition is to change a grammatical category. It created translation shift. In this research, the data indicated category of shift was separated into three components namely structure shift, class shift and unit shift.

*Structure Shift*

SL : "Wash out your *mouth* said James coldly. "Scourgify!" Pink soap bubbles

| SL | TL | |
|---|---|---|
| Your Mouth | Mulut | mu |
| Modifier Head | Head | Modifier |

streamed from Snape's mouth at once; the froth was covering his lips, making him gag, choking him

TL : "Cuci *mulutmu,*" kata James Dingin. Gelembung Sabun merah jambu langsung mengalir dari mulu Snape; busanya menutupi bibirnya, membuatnya tersedak, mencekiknya

The first data appeared shift especially structure shift. It could be overtly seen on the SL data " your mouth " was being translated into TL data " mulutmu". Structure shift took place in the position of modifier and head in English and Indonesian were different. The data above determined *your* as modifier was followed by the word *mouth* as head. However, the structure changed into different form in Indonesian. The result of translation was "

| SL | TL |
|---|---|
| Your Wand | Tongkat mu |
| Modifier Head | Head Modifier |

mulutmu" consist of head on the word *mulut* and *mu* as a modifier.

SL : Do not leave your aunt and uncle's house. Do not do any more magic. **Do not surrender *your wand*.**

TL: Jangan tinggalkan rumah bibi dan pamanmu. Jangan lakukan sihir lagi. **Jangan serahkan *tongkatmu***

The SL data " your wand " was translated into " tongkatmu" by translator which indicated structure shift. The word " you " and "mu" were categorized into object pronoun however, they had the different

| SL | TL |
|---|---|
| "Don't put it away, idiot boy!" she shrieked. "What if there are more of them around? Oh, I'm going to kill Mundungus Fletcher!" | " Jangan simpan tongkatmu, anak idiot!" teriaknya. " Bagaimana kalau masih ada lagi ? oh, akan kubunuh Mundungus Fletcher!" |

position in sentence. In English, the word " your " was put in front of noun, whereas, the word " mu " was positioned behind the noun in Indonesian. Based on the data above, " your wand " (SL) was made up by modifier followed by a head. While, translator transferred " your wand" into " tongkat mu" which was formed by a head and modifier.

*Unit Shift*

Unit shift could be observed on the word *it* (SL) was translated into *tongkatmu* (TL) by translator. The unit shift occurred on the data indicated the high to low unit. High unit was indicated by the use of pronoun *it* which referred to inanimate object could be food, beverages, furniture and etc. Then, translator translated the word *it* into *tongkatmu* which shown low unit.

Based on the (KBBI, 2005) the word *tongkat* meant a piece of fur, rattan, wood and others rather long as a handle when walking.

| SL | TL |
|----|----|
| Don't the boys know that's what your mum calls you?" "Shut your face." "You don't tell her to shut her face | "Apakah anak-anak itu tidak tahu bagaimana ibumu memanggilmu ?" " Tutup Mulutmu" " Kau tidak me-nyuruhnya tutup mulut. |

Then, she or he translated the general things into specific things by choosing the word *tongkatmu*. The translator did not transfer the meaning on the word *it* into *itu* or *barang itu*. However, translator decided to translate *it* became *tongkatmu* which indicated the addition of information about the kind of thing itself. The aim of translator to give detail information for target readers.

The fourth data was transposition occurred on the unit shift especially high to low. The word *face* (SL) indicated high unit. According to (Hornby, 2010) face is the front part of head between the forehead and the chin. Meanwhile, the word *face* (SL) was translated into *mulut* (TL). The word *mulut* meant cavities or holes where teeth and tongue are for humans or animals (KBBI, 2005) which indicated low unit.

Based on the definition of Hornby (2015) that face was the front part of head. It was part of human bodies included ears, brain, forehead, chicks, chin, eyes, nose, mouth. Each of parts

| SL | TL |
|----|----|
| "No," said Harry, "look . . . this little piece here . . ." Ron and Hermione bent closer to read it; the item was barely an inch long and placed right at the bottom of a column | "Bukan," kata Harry. "lihat berita kecil ini" Ron dan Hermione membungkuk lebih dekat untuk mem-bacanya, berita itu panjangnya hanya 2 setengah centi dan diletakkan di bagian paling bawah kolom |

had various sensory functions such as sight, smell, hearing and taste respectively.

The word *mulut* (TL) was a part of human body especially the face itself. Translator emphasized on specific component with translating the word *face* (SL) into *mulut* (TL). It could be concluded that high to low unit was indicated by result of translation which the TL less meaning component.

The fifth data contained a shift occurred on the category of unit shift. (Hornby, 2010) stated that the word *piece* (SL) is an amount of something that has been cut or separated from the rest of it. Whereas, the word *berita* (TL) is story or information related to breaking news or events according to KBBI.

The word *piece* was translated into *berita* indicated general to specific object. The meaning of *piece* was an amount of something that has been cut transferred into story or information. The SL data mentioned the word "piece" referred to the word "inch long" in accordance to story in the novel.

The story determined the sentences "Ron and Hermione bent closer to read it; the item was barely an inch long and placed right at the bottom of a column". However, the SL did not clear explain the kind of item, therefore the

| SL | TL |
|----|----|
| "Stop doing that!" Hermione said weakly to the twins, who were as vividly red-haired as Ron, though stockier and slightly shorter. | "Jangan lakukan itu lagi !" Hermione berkata lemah kepa-da si kembar, yang rambutnya sama merahny dengan Ron, meskipun tubuh mereka lebih gempal dan lebih pendek |

translator transferred the meaning of "piece" by choosing the word " berita".

The data above indicated shift on unit shift from high to low. The word " berita " in the target language (TL) contained low unit because of losing component. The word "piece referred to various things meanwhile "berita " was one thing.

*Class Shift*

The sixth data indicated a category of shift especially class of shift. In the command, there was a word " stop " translated into " jangan " by translator. (Hornby, 2010) defined the meaning of word " stop" is to make something no longer move. It was classified as verb class. Meanwhile the word " jangan was marker of negative command which

| SL | TL |
|---|---|
| Go and wash them before dinner, Ginny grimaced at the others and followed her mother out of the room, leaving Harry alone with Ron and Hermione again | Cuci tangan dulu sebelum makan malam . Ginny nyengir kepada orang lain dan mengikuti ibunya keluar kamar, meninggalkan Harry hanya bersama Ron dan Hermione. |

meant a word expressed prohibition in accordance with KBBI.

The word jangan had adverb class of word. In some cases, the word "stop" was translated into "berhenti" for instance, stop poking me (SL) became "berhenti menusukku", stop laughing (SL) into " berhenti tertawa". However, the translator chose the word "jangan" to replace the word " stop" itself. It indicated that the translator had changed the class of verb on the word " stop " into adverb on the "jangan " .

## IV.CONCLUSION

This study focused on two types of translation techniques were applied in the novel as follows amplification and transposition. These two types of translation techniques were the most dominant used in translating the English commands (SL) into Indonesian commands (TL). The translator applied amplification and transposition with the aim to find the equivalences when transferring the messages from the source language (SL) into target language (TL). Therefore, the overlapping translation could be minimized. It would gave great impact on the understanding of target readers.

Amplification was used in translating the commands had a role especially the addition of information. It became important for the readers when reading the story in the novel. The phenomena occurred when the detail information did not contain in the source language and the translator must be sensitive in doing translation by putting the necessary information in the target language. In addition to amplification, transposition was also applied by translator.

Transposition technique caused shift in translation. There was categories of shift arise in the novel namely structure shift, unit shift and class of shift.

Structure shift resulted the fact that the phrasal structure of English as source language (SL) was different from Indonesia as target language (TL). In English, the phrasal structure was formed by modifier and followed by a head. On the contrary, Indonesian phrasal structure was made up by head and modifier.

Unit shift occurred on the level of high to low unit which indicated the TL data less component however, it created the specific information for target readers. Class shift was found on the verb class changed into adverb and the pronoun became noun class of word. The categories of shift happened due to the influence of different linguistic factors between the source language and target languages.

By applying the two types of translation techniques consist of amplification and transposition had indicated that translator avoid in conducting translation literally. It had an impact on the result of translation were rigid and difficult to be understood by the target audiences.

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