Transitivity System and Grammatical Complexity Variations of Interlingual translation: English-Malay Subtitle of *Avatar*

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Abstract

The two main aspects to be considered in translating source language are linguistics and non linguistic. Transitivity system and gramatical complexity belong to the aspect of linguistic and should be maintained by the translator to translate the source language accurately. The objectives of this study are (1) to describe the system of transitivity and grammatical complexity variations in interlingual translation: English-Malay subtitle of Avatar, (2) to describe the factors that motivate the occurance of the variations, (3) to desscribe the effects of the occurance of the variations in aspect of accuracy and acceptability. The result of data analysis shows that the variation of transitivity system and gramatical complexity is very low. The factor motivating the occurrence of variation are intratextual context, intertextual context and situational context. The occuring variations bring negative effect on accuracy and acceptability of the translation.

Keywords: transitivity system, grammatical complexity, subtitle

Introduction

Systemic functional linguistics is a way of describing lexical and grammatical choices from the system of wording. Halliday (2004) argues that all languages are internally organized into three components or metafunction, they are ideational meaning, interpersonal meaning, and textual meaning. Ideational meaning is used to represent reality in language. In SFL, ideational meaning involves two components, i.e. experiential meaning (in a clause rank) and logical meaning (between clauses in clause complexes). Experiential meaning functions to encode people's experience of the world. Experiential meaning refers to certain features that can b e thought of as representing the real world as it is apprehended in people's experience (Halliday, 2004). The key system involved in experiential meaning is called transitivity.

In analyzing transitivity structure in a clause, it is concerned with describing three aspects of the clause, i.e. the selection of participant, the selection of process, and the selection of circumstance (Halliday, 2004). Each aspect has its own function.

Participant is commonly realized by nominal groups (sometimes by prepositional phrases or embedded clauses), process is realized by verbal groups, and circumstance is realized by adverbial groups or prepositional phrases (and sometimes by nominal groups). These functional constituents or elements join together to make up a complete clause. Every process has these three kind elements with different name in each process. These three general elements of human experience occur in clauses. Therefore, clause is the most appropriate rank in which the analysis of experiential meaning conducted.

It is important to comprehend the system of transitivity in translation because it helps the transalator to keep the meaning or message in the target language. By knowing the transitivity system of the clause, the translator can translate the source language into target language more accurately. There are two main aspects need to consider in translation by the translator; linguistic and non linguistic aspect. Linguistic aspect refers to the characteristics, gramatical system, semantic and stylistic complexity of a language. Non linguistic aspect refers to cultural differences between the source language and target language. Lacking background knowledge of the translator about the topic or background of the source language that will be translated also becomes another problem in translation (Tou, 2008).

Related to audio-visual translation, there are the most common types: subtitling and dubbing. Dwyer (2017) defines subtitle as the process of providing synchronized captions for film or television dialogue. Subtitle is written form or textual version of the dialog in films or television programs, it is commonly displayed at the bottom of the screen. This subtitle can either be a form of written translation of a dialog in a target language or a written rendering of the dialog in the same language (source language), with or without adding information intended to help viewers who are deaf and hard of hearing to follow the dialog or the plot of the story. Meanwhile, (Motta, 2015) states that dubbing is any technique of covering the original voice in an audio visual production by another voice. In other words, dubbing is when other people are speaking at the same time with the characters in the movie using different or the same language language. These two kinds of audio translation try to send the same message from one language to another aimed at the viewers get the meaning easily.

Further, there are two main problems faced by the subtitler in translating the source language: textual and formal (Spanakaki, 2007). Textual refers to the visual context of the movie, and formal refers to the provided time and space on the screen. This characteristic of subtitle challenges the subtitler to translate the source language accurately by considering the the aspect of textual and formal, (Venuti 2019). One of the important aspects of translation is how the transitivity system and grammatical complexity system in the source language translated into target language accurately. In this study, the researcher explores how the transitivity system and grammatical complexity system in the source language of Avatar's subtitle realized into target language or Malay text.

In this study, the object is interlingual translation which refers to a translation in which verbal signs (written or spoken form) are interpreted by means of other signs in different languages. English subtitle of Avatar movie and its Malay translation are the main object of the study. Thus, this study is conducted to identify how the breadth of meaning and grammatical variations in target language by using transitivity system variation analysis and grammatical complexity analysis. This study is also conducted to explore what contextual factors motivate the occurrence of variations in transitivity system and grammatical complexity, and what effects emerged from those contextual factors toward the quality of translation in aspect of accuracy and accepatability.

Literary Review

System of Transitivity

Experiential meaning is the meaning that represents human experiences and expressed by system of transitivity. David Butt et.al, (2000) state that in describing experiential function of a language, someone has to divide the clause into three functional constituents: participant, process, and circumstance. Further, David Butt et.al (2000) argue that most English clauses have a constituent structure that can be described functionally in terms of participant, process, and circumstance, in which process become the essential structure or the core of the clause.

There is a basic difference between inner and outer experience; between what people experienced as going on out there, in the world around them, and what people experienced as going on inside themselves, in the world of consciousness (including senses, emotion, perception, and imagination, (Halliday, 2004). The prototype form of "*the outer*" experience is that of actions and events happen, and people do things, or make them happen. "*The inner*" experience is harder to sort out; but it is partly a kind of replay of outer, such as evaluating it, reacting to it, reflecting on it, and partly a separate awareness of people's states of being.

Experiential meaning has a role as a means of representing patterns of experiences. It makes vivid by sense of experience of what goes on around and inside them. Experiential meaning occurs in clause since clause is the most significant grammatical unit that functions as representation of thought. This grammatical system is achieved in the system of transitivity. Transitivity is the system of grammatical function that expreses the experiential aspect of meaning (Halliday, 2004). Further, Butt et. al. (2000) state that clause can be divided into three functional constituents or elements. They are participant, process, and circumstance. A process is typically realized by verbal group, participant commonly realized by nominal group and circumstance commonly realized by adverbial group.

The transitivity system construes the world of experience into a manageable set of process types, in which each process type provides its own model or schema for construing a particular domain of experience. Butt el. al. (2000) state that clause can be separated into three functional constituents.

1) Participant

David Butt et.al, (2000) state that the participants in a process that are realized in the grammar by nominal group (sometimes by prepositional phrase or embedded clauses). Participant is the subject who do the action. The nucleus of the nominal group structure is the word that are generally represents the 'thingness' concept, typically a noun or pronoun.

2) Process

David Butt et.al, (2000) state that process typically realized by verbal group. The process is further divided into six types.

a) Material Process

Material process has function to interpret the world of action. It is divided into process of doing and happening. Happening represented by an intransitive verb and Doing represented by a transitive verb. There can be one participant or two in material process. They are *Actor*, a logical subject, the one that does the action, and *Goal*, the one that undergoes the process.

b) Mental Process

Mental process is the process of sensing that functions to construe and may project the inner world of consciousness (Butt, 2000). Mental process includes feeling, thinking and perceiving. Mental processes are represented in the language as two-way process. In mental process, there is always one participant who is human. It is called *senser* or the one that 'senses' or feel the phenomenon. The other main element is *phenomenon,* or which is sensed. It has three sub types of processes. They are affection (feeling), and cognition (thinking), perception (seeing, hearing).

c) Relational Process

Relational process is the process of being. The central meaning of clause of this type is that something is. Butt, et.al, (2000) state that the main characteristic of this process is that "they relate a participant to its identity or description". There are two types of this process: relational attributive and relational identifying. Relational attributive means a process giving attribute to a thing. The main participant are *carrier* and *attribute*. Relational identifying is a process giving a value to a thing and the main participants are *token* and *value*.

d) Behavioural Process

Behavioural process is a type of process that construes physiological or psychological behaviour (Butt, 2000). They are partly like material and partly like mental. The main participant is the *behaver*, it needs a conscious participant. If there is an object, it is called as *range*. The clause is considered personification.

e) Existential Processes

Existential processes represent something exists or happens, it functions to construe existence. There is only one participant known as *existent* since the function of this clause is to construe being as simple existence.

f) Verbal Processes

Verbal processes represent the clause of saying. There is always one participant representing the speaker or who says or tells something. Participant in this process are *sayer* (who does the action), *verbiage* (what is said), and *receiver* (said to whom).

3) Circumstance

A circumstance is realized by adverbial groups, prepositional phrase, and even by nominal groups (David Butt et.al. 2000). Circumstantial elements are almost always optional augmentations of the clause rather than obligatory components. Typically, circumstantial elements occur freely in all types of process, and with essentially the same significance wherever they occur (Halliday&Matthiessen, 2000).

Grammatical Complexity

Grammatical complexity concerns with the sentences connection or relation. It refers to the relationships that exist among the clauses in sentences. Tou (2008) states that a clause is a group of words with its own subject and predicate. It is one of linguistic elements whose hierarchy is higher than a word and phrase but bellow a sentence. In addition, Eggins (2004) classifies four types of clause; independent, dependent, embedded and interrupting clause. David Butt et. Al (2000), adds that grammar is something like the way in which the language is organized.

In a language, the system of grammar cannot be separated with meaning because grammar is enabling people to show the grammar as a meaning making resource and to describe grammatical categories by reference to what they mean, (Halliday, 2004). Mona Baker (1992) adds that grammar is the set of rules which determine the way in which units such as words and phrases can be combined to be made regularly explicit utterances to express the idea or oppinion of a speaker.

Clause complex is the term that used by systemicists for the grammatical and semantic unit formed when two or more clauses are linked together in certain systematic and meaningful ways (Eggins, 2004). Halliday (2004) argues that clause complex as the association of clauses in sequence, in either written text (in which case clause complex boundaries are indicated by full stop), or in the spoken text (in which the boundaries are indicated by a combination of rhythm, intonation and pause). Furthermore, the word clause is used in representing sentence or clause itself. Halliday (2004) classifies the notion of clause into two main categories; they are

simple clause and complex clause. Complex clause is further divided into two, they are paratactic and hypotactic.

Research Method

This research is a descriptive qualitative research which applied a content analysis method. Data of this research are English subtitle of Avatar movie and its Malay translation. All the major clause of the subtitle of the movie are taken to analyze by using parameter of transitivity system and grammatical complexity system. The source of the data is the original DVD of Avatar movie. After collecting data into data sheet, the researcher analyzes and makes recap of the analysis result by using technique of analizing data proposed by Miles and Hubberman.

Findings and Discussion

Transitivity System Variations

The analysis of this research is done to all the major clauses of the Avatar movies's subtitle. Experiential meaning analysis is done by using parameters in which one whole experiential meaning unit realized in one whole transitivity clause unit. The value range is from number 0 (lowest degree) to number 6 (highest degree). The high degree of variation is determined based on the process and the number of elements in a clause (participants and circumstantial elements). There are six processes in experiential meaning: material, mental, relational, behavioral, existential and verbal processes (Halliday,2004).

Material processes are divided into two subcategories, processes of doing and processes of happening. Processes of doing answer the question 'what did X do?' while processes of happening answer the question 'What happened?' Processes of happening are represented by intransitive material clauses. Processes of doing are represented by transitive material clauses. Mental processes are divided into three sub categories, cognition or mental thinking, affection or mental feeling, and perception or mental seeing. The next is verbal processes, it is also known as processes of saying. The next is behavioral processes, it interprets psychological behavior like smiling, dreaming, coughing and the main participant of this process is generally conscious being. The next is relational processes which have characteristic

in which they relate to its description or identity. There are two subcategories in this process, identifying and attributive. The last is existential process that construes the existence. Existential processes are commonly preceded by word "there" and occur in the beginning of a text.

Table 1: Data Statistics of Meaning Variations

Number of Analysis	Degree of Variation									
	Meaning Variation in Experiential Meaning Breadth									
	$\sum0$	$\sum1$	$\sum2$	$\sum3$	$\sum4$	$\sum5$	$\sum6$	HD		
								SL	TL	SL=TL
674	388	176	37	5	39	28	1	240	9	425
100%	57.57	26.11	5.49	0.74	5.79	4.15	0.15	35.61	1.34	63.06
Total	100%							100%		

Table 1 shows the most prominent degree of meaning variation is degree 0 or the lowest degree of variation. There are 388 units analysis (57.57%) which have no variation in the term of experiential meaning breadth. The second most prominent degree of meaning variation is the degree 1 or very low degree of variation with 176 units analysis (26.11%). Then, it is followed by grade 4 or high degree of variation with 39 units analysis (5.79%), then grade 2 or low degree of variation with 37 units analysis (5.49%), then grade 5 or very high degree of variation with 28 units analysis (4.15%). The two least frequently occurrence of meaning variation are grade 3 or medium degree of variation with 5 unit analysis (0.74%) and grade 6 or the highest degree of variation with 1 unit analysis (0.15%).

1) **Degree 0 (The lowest degree of variation)**

From table 1, it can be seen that variations in experiential meaning breadth is very low. It shows the most dominant degree is grade 0 or the lowest degree of meaning variation with 57.57%. Here is the example.

SL: *Up ahead was Pandora. (Existing, Eng: 9)*

TL: *Di depan adalah Pandora. (Existing, Malay: 9)*

Datum number 9 has the same process (existing) and has the same elements so it belongs to the lowest degree of variation. It means that SL fully realized in TT. Low variation of meaning in experiential meaning breadth implies high equivalence between the two clauses or the translator translated the source text accurately.

2) **Degree 1 (Very low degree of variation)**

The second most frequent degree falls in the grade 1 or very low of meaning variation with 26.11 % or 176 unit data analysis. Degree 1 represents same process type of ST and TT with one different functional element or different on subcategory of relational process type with same number of functional elements or same subcategory of relational process type with different number of elements. Here is the example:

SL: *Tell me you're joking. (Verb saying, Eng: 99)*

TL: *Cakaplah awak sedang bergurau (Verb saying, Malay: 99)*

Datum number 99 has the same process that is verbal saying. However, there is one element that is not fully realized in TT. The word "me" is not translated so it makes the tranlation incomplete. This variation brings negative effect in aspect of accuracy of the translation.

3) **Degree 2 (Low degree of variation)**

In the degree 2, there is 5.49% or 37 data belong to this category. Degree 2 or low degree of meaning variation represents same process type between SL and TL but two different numbers of functional elements or different subcategory of relational process type between SL and TL with different number of functional elements. The example of this degree:

SL: *Jake, that damn armor is too thick. (Rel. attributive, Eng: 200)*

TL: *Jake, perisainya terlalu tebal.. (Rel. attributive, Malay: 200)*

Datun number 200 belongs to low degree variation because there are two different elements of the same relational attributive. The word "damn" and "that" are not fully relized in the target language. This variation also makes the translation less accurate.

4) **Degree 3 (Medium degree of variation)**

In this degree, there is only 0.74% or 5 data belong to category medium variation. It is small percentage among the seven degree of variation. Degree 3 represents same process type between SL and TL but has three different numbers of functional elements. Here is the example.

SL: *My cup is empty, please trust me, ask Dr. Augustine, I'm not a scientist.*
(Rel. Attributive, Ment thinking, Rel identifying, Eng:260)

TL: *Cawan saya kosong, Percayalah, tanya Dr. Augustine, Saya bukannya saintis.(Rel. attributive, Ment thinking, Rel identifying, Malay: 260)*

5) **Degree 4 (High degree of variation)**

Degree 4 represents the same process between SL and TL with four different numbers of functional elements or different process between SL and TL but have same number of functional elements. There is 5.79% of total 100 % in this degree. The example of this degree is below:

SL: *Well, actually, I thought we got lucky with him (Ment. thinking, Eng: 83)*

TL: *Hmm, sebenarnya, saya rasa kita bertuah dapat dia.(Ment. Feeling, Malay: 83)*

Datum number 83 belongs to category high degree variation because there is different process type. In SL the process is mental thinking, meanwhile in TL the process is mental feeling.

6) **Degree 5 (Very high of degree variation)**

There is 4.15% of total 100% analysis in table 22 that belong to degree 5. It represents same process type between SL and TL with five different numbers of functional elements or different process type between SL and TL with different numbers of functional elements. The example of this degree is below:

SL: *I got a native doing a funky chicken here.(Ment seeing, Eng: 434)*

TL: *Ada orang pribumi menari ayam disini (Existing, Malay: 434)*

Datum number 434 shows different process type and different number of element. In SL the process is mental seeing, meanwhile in TL the process is existing. The transitivity system in SL is not fully realized in the TL. This variation makes the translation less accurate.

7) **Degree 6 (The highest degree of variation)**

This degree is the smallest percentage among other degrees; it is only 0.15% or only 1 datum belongs to this category. Degree 6 represents one whole clause rank lingual expression of one experiential meaning unit in SL but no lingual expression in TL. The example is as follow:

SL: *And touch your thumb to your fingers. (Mat. Doing, Eng: 122)*

TL: *No clause realization in Malay Text*

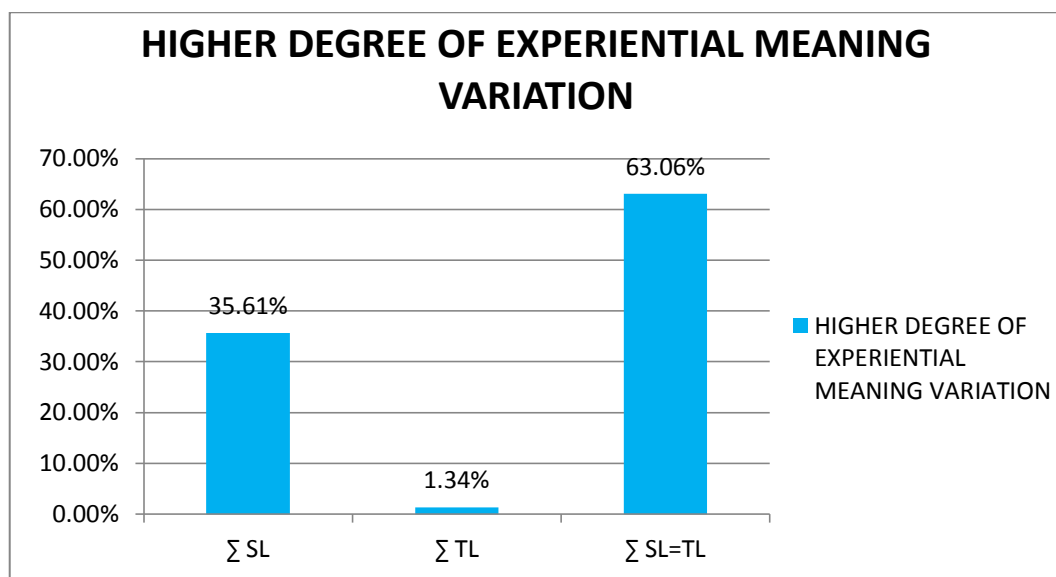**Higher Degree of Experiential Meaning Variation**

Figure 1. **Percentage of Higher Degree of Experiential Meaning Variations**

In the term of higher degree of variation in experiential meaning between the two texts, it can be seen in the figure 1 that SL=TL is the most dominant than SL or TL. SL=TL has 63.06% or 425 unit data analysis then followed by SL with 35.61% or 240 unit data analysis and TL with 1.34% or 9 unit data analysis. SL=TL means that the number of elements of SL fully realized in TL. It can be concluded that the both texts are high equivalence in the aspect of experiential meaning breadth. The detail description of the figure 1 is presented below:

1) **SL (SL has more elements than TL)**

It occurs when the number of elements in the SL is more than the number of elements in the TL; or there are elements in SL are unrealized in TL. There are 240 units data or 35.61% from the entire unit analysis. Here is the example.

SL: *They are very close, there are too many. (Rel. Attributive,Rel attributive Eng, 646)*

SL: *Mereka sangat dekat, mereka ramai sangat.(Rel. Attributive, Rel attributive, Malay, 646)*

2) **TL (TL has more elements than SL)**

It occurs when the number of elements in the TL is more than the number of elements in SL or there are elements in TL is unrealized in SL. In this degree, there are 9 data that belong to this category. The example of this degree is as follow:

SL: *They're not gonna give up their home. (Ment. Thinking, Eng 479)*

TL: *Mereka takkan melepaskan rumah mereka begitu saja. (Ment. Thinking, Malay, 479)*

3) **SL=TL (SL has the same elements with those in TL)**

SL=TL is the most prominent degree of this analysis. It has 425 unit analysis or 63.06%. This scale means that there is no variation of SL and TL or the numbers of elements in the SL are fully realized in the TL. The example of this degree is below:

SL=TL: *They're not gonna make a deal.(Ment thinking, Eng, 480)*

SL=TL: *Mereka takkan membuat perjanjian.(Ment thinking, Malay, 480)*

Gramatical Complexity Variation

Variation in Grammatical Complexity analysis is done by using parameters in which one whole clause unit representing one clause rank lingual expression, which may be one simple clause or one complex clause of paratactic, hypotactic or embedded relations. Number of elements are also taken to determine the value range which is from grade 0 (Lowest degree) until grade 6 (highest degree). Parataxis relation is occurred when the relation between or among clauses in one clause unit is equal. Hypotactic relation is occurred when the relation between or among clauses in one clause unit is unequal. Embedded clauses have a different status with parataxis and hypotactic relation. They are in different ranks. It is also called down-rank clause. Embedded clauses only explain one element in a clause. The entire recap of the data analysis can be seen on table 2.

Table 2: **Data statistics of Gramatical Complexity Variations**

Number of Analysis	Realization Variation in Grammatical Complexity									
	$\sum0$	$\sum1$	$\sum2$	$\sum3$	$\sum4$	$\sum5$	$\sum6$	HD		
								SL	TL	SL=TL
674	425	198	41	6	3	0	1	240	9	425
100%	61.87	30.56	6.08	0.89	0.45	0	0.15	35.61	1.34	63.06
Total	100%							100%		

Table 2 shows the most frequent realization variation in grammatical complexity falls in the grade 0 with 61.87% or 425 unit data analysis. It is followed by grade 1 with 30.56% or 198 unit data analysis, then grade 2 with 6.08% or 41 data unit analysis, grade 3 with 0.89% or 6 unit analysis. Grade 4 with 0.45% or 3 unit analysis and grade 6 with 0.15%, and then grade 5 is zero or there is no unit analysis in this grade. Therefore, from the table 2, it can be concluded that the grammatical complexity variation of the both texts is very low. The description of the table 2 as follows.

1) **Degree 0 (The lowest degree of variation)**

In this degree, there is 425 units analysis or 61.87% of total 100%. It is the most prominent degree among the other degree. Degree 0 means that these units of analysis represent one simple clause in SL and one simple clause of the same number of functional elements or one complex clause of paratactic, hypotactic, embedded or combination of those relation in SL and one clause complex paratactic, hypotactic, embedded or combination of those relations with exactly the same number of clauses. It can also be one or more complex clause of paratactic, hypotactic, embedded or combination of those relations in SL with one or more complex clause of exactly the same number, relation and number of functional elements. The example of this degree is as follows:

SL: *Nenat is the best singer. (Rel attributive, Eng: 422)*

TL: *Nenat adalah penyanyi terbaik. (Rel attributive, Malay: 422)*

2) **Degree 1 (Very low degree of variation)**

In this analysis degree 1 or very low degree of variation has 30.56% or 198 units data analysis. It represents one simple clause in SL and TL with one different functional element. It can also be one simple clause in SL but one clause complex of two clauses of paratactic, hypotactic or embedded relations in TL. It also can be said as one complex clause of paratactic, hypotactic or embedded relations in SL and TL with one different number of functional elements. It can be said also as one or more complex clause of paratactic, hypotactic, embedded or combination of those relations in SL while TL is one or more complex clause of exactly the same number and relation but with different number of functional element. The example of this degree is below:

SL: *I'm with you now Jake, we are mated for life. (Rel. identifying, Mat. happening, Eng: 428)*

TL: *Saya bersama awak sekarang Jake, kita dijodohkan selamanya. (Rel. identifying, Mat. Doing, Malay: 428)*

3) **Degree 2 (Low degree of variation)**

It has 6.08% or 41 units data analysis. Degree 2 represents one simple clause in SL and TL with two different number of elements or one simple clause in SL but one complex clause in TL contains three clauses or one clause complex both in SL and TL with two different number of clauses. It can also be said as one or more complex clauses each of paratactic, hypotactic, embedded or combination of those relations in SL and one or more complex clauses each of paratactic, hypotactic, embedded or combination of those relations each with two different numbers of overall clauses. The example of this degree is as follows:

SL: *It's strongest at the Tree of Souls, right? Cause that's where we're going.(Rel. attributive, Eng: 548)*

TL: *Ia yang paling kuat di Pohon Semangat, kan? Sebab disitulah kita akan pergi. (Rel. attributive, Malay: 548)*

4) **Degree 3 (Medium degree of variation)**

There is 0.89% or 6 units data analysis that belong to this degree. Degree 3 or medium degree of variation represents simple clause both in SL and TL with three different of functional elements, or one simple clause in SL but one complex clause of four clauses in TL. It can also represent one complex clause in SL and TL with three different numbers of clauses or one or more complex clause each of paratactic, hypotactic, embedded or combination of those relations in SL and TL with two different numbers of overall clauses. The example of this degree is below:

SL: *And I am not your enemy, the enemy is out there, and they are very powerful! (Rel attributive, Rel attributive, Rel attributive, Eng: 446)*

TL: *Dan saya bukannya musuh awak, musuh diluar sana!dan mereka sangat kuat! (Rel attributive, Rel attributive, Rel attributive, Malay: 446)*

5) **Degree 4 (High degree of variation)**

In this degree, there are small percentages comparing to other degrees; it is only 0.45% or 3 units analysis. Degree 4 represents one simple clause in SL and TL with four different number of functional elements, one simple clause in SL but one simple clause with five clauses in TL, or one complex clause in SL and TL with four different number of clauses, or one or more complex clauses in SL and TL with three different number of overall clauses. The example of this degree is as follows:

> **SL:** *Way I see it, it's time to terminate the mission. (Ment thinking, Rel. attributive, Eng: 402)*

> **TL:** *Rasanya, masa untuk tamatkan misi dah sampai. (Ment thinking, Rel. attributive, Malay: 402)*

6) **Degree 5 (Very high degree of variation)**

Degree 5 represents one simple clause in SL and TL with five different numbers of functional elements, one simple clause in SL but one clause complex of six or more clauses in TL. It can also be one complex clause in SL and TL with five different number of clauses or one or more complex clauses in SL and TL with four or more different number of overall clauses. In this analysis, there is no clause in this degree of variation or there is 0 %. It happens because the data used are movie texts and most of them are simple clause so the variation is very low both in meaning variation and grammatical realization.

7) **Degree 6 (The highest degree of variation)**

There is also small percentage in degree 6, there are only 0.15% or 1 unit data analysis. Degree 6 represents one simple clause or clause complex in SL and no lingual expression in the TL. The example of this degree is as follow:

> **SL:** *And touch your thumb to your fingers. (Mat. Doing, Eng: 122)*

> **TL:** *No clause realization in Malay Text*

Higher Degree of Grammatical Complexity Realization Variation
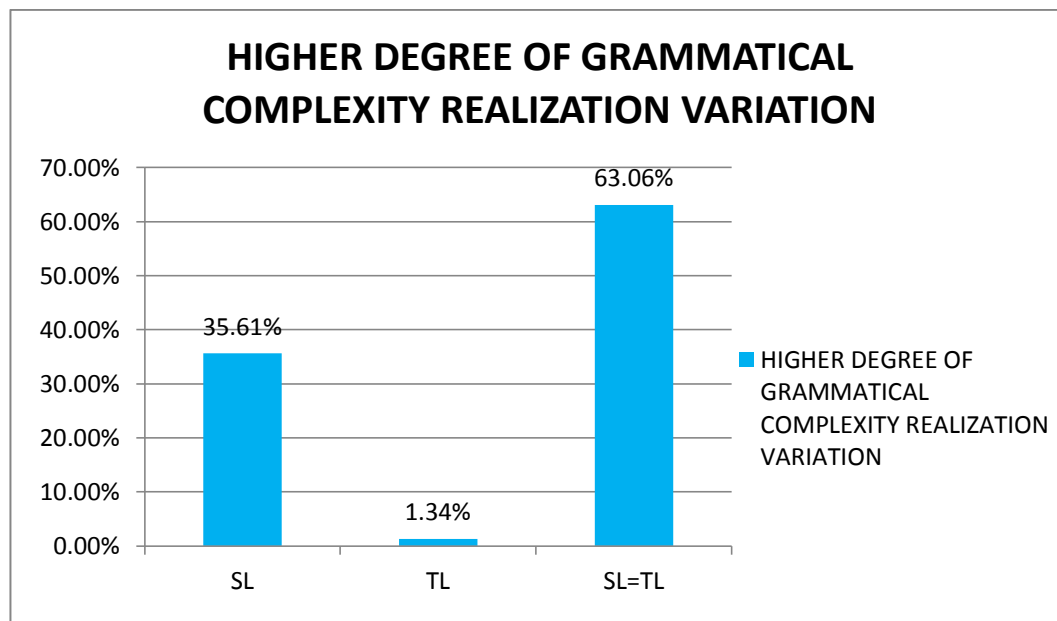
Figure 2: **Percentage of Higher Degree of Grammatical Complexity Variations**

In the figure 2, it can be seen that the Higher Degree in grammatical complexity is in SL=TL with 63.06% or 425 unit data analysis. SL=TL has the highest degree of variation comparing with SL and TL, which only 35.61% in SL and 1.34% in TL. It means there is only a little variation between source text and target text in term of grammatical complexity realization variations. It means the grammatical complexities between the both texts are almost the same. The more detailed explanation is as follows:

1) **SL (SL has more elements than TL)**

It occurs when the number of elements in the SL is more than the number of elements in the TL; or there are elements in SL are unrealized in TL. There are 240 clause units or 35.61% from the entire units analysis. The example of this degree is as follows:

  SL: *She is with Eywa now.(Rel. attributive, Eng, 581)*

  TL: *Dia bersama Eywa.(Rel. attributive, Malay, 581)*

2) **TL (TL has more elements than SL)**

It occurs when the number of elements in the TL is more than the number of elements in SL or there are elements in TL is unrealized in SL. In this degree, there are 9 unit analysisis or 1.34% of the entire analysis. Here is the example of this degree.

SL: *They're not gonna give up their home. (Ment. thinking, Eng:479)*

TL: *Mereka takkan melepaskan rumah mereka begitu saja.. (Ment. thinking, Malay: 479)*

3) **SL=TL (SL has the same elements with those in TL)**

In the SL=TL, there are 425 units analysis or 63.06% belong to this degree and this degree is the most dominant comparing to SL and TL. This scale means that the comparison of SL and TL is zero, or the numbers of elements in the SL are fully realized in the TL.The example of this degree is as follows:

SL=TL: *I see you. (Ment seeing, Eng 663)*

SL=TL: *Saya lihat awak. (Ment seeing, Malay, 663)*

Contextual Factors

Contexts are realized by texts, and texts can reveal context. The unity of a text cannot be separated from context and structure. The meaning brings coherently the text by context, while the structure refers to appropriate structural element of the language to reveal the context. In other words, text and context are one unity that delivers messages. The outer of the text is the context of culture, while the inner context is the context of situation. The combination of context of culture and context of situation results in the differences between one piece of language and another.

Contextual factors are the factors that motivate the occurrence of variation in the source language and target language. These factors are related to contextual phenomenon that differently covers each of the two texts. The finding of this research shows that the global variation between SL (English text) and TL (Malay text) is very low in the experiential meaning breadth and grammatical complexity realization. This condition is caused by some factors. First, intratextual context such as gramatical principles/style of target language, paraphrasing and ommision. Meanwhile, the second motivating factor is intertextual context. It is the interrelated text that affects the creation of one text, whether it comes before or after the text. Very low variation of the both texts is highly caused by the fact that the strongly interrelated factor of TL creation is SL. The traslator tried to maintain the message in English subtitle to transfer into Malay subtitle. The focus of the

translator is how to translate the subtitle accurately by keeping the transitivity system and gramatical complexity system of the source language.

Third factor is context of situational that consist of field, mode and tenor. Tenor is the role relationship between the *interactants*. The *interactants* involved in TL are the translator and Malaysian audiences. In here the role of translators is very important; they have to provide good subtitles of the movie in Malay. The subtitles should be helpful and should not disturb the audiences in watching the movie; for example, the subtitles are not appropriate or inaccurate while the audiences can acces the English. This case should be avoided and must be one of the the translators concerns. Mode is related to the media that used to tell the story. The mode in SL is in the form of subtitle or written text which is mostly dialogue and only a few monologs. In translating subtitle, the translator faces two main problem which are the limitation of the space and time on the screen to deliver the same message of SL.

The Contextual Effects

The contextual effects are the external effects that were caused by some differences in source language and target language. This is caused by the adaptation of the contextual elements in SL into TL. The target audiences are Malaysian people, so the intratextual context, the intertextual context and situational context also change. It should be appropriate to the context of the target audiences. There are some changes made by the translators to make the subtitle more acceptable to the audiences both in linguistic aspect or non linguistic aspect. From this perspective, the role of translators becomes very important as the most responsible figure to provide good translation to the audiences without controversy because the main purpose of translation is to deliver the meaning and the message from source language to target language. Very low degree of variation in meaning breadth and grammatical realization causes the effects in the quality of translation is aspect accuracy and acceptability. The variation brings negative effect especially in aspect of accuracy and acceptability of the translation. The occuring variations make the translation less accurate and less acceptable. However, the translators use source language orientation in translating the subtitle to make the meaning equivalence is achieved. The positive contextual

effect to the target audiences is related to aspect of readability of the texts. The Malay subtitle of Avatar movie readable for the target audiences because the translators succeed in adapting the contexts of the source language to the contexts of the target language. It makes the audiences easily gain the message of the movie. Although there are some reductions and changes made by the translators in translating the subtitle, the subtitles globally still can be concluded as acceptable subtitle.

Conclusion

The global variations between SL (English Text) and TL (Malay text) are very low in the aspect of experiential meaning breadth and gramatical complexity realization. It can be concluded that between source language and target language is very closely interrelated translation or in other words the translator translated the source language accurately. It is also called as source-based ideology translation because the translators are oriented to source language in translating those texts. The variations which occur in the target text are caused by some factors. First factor is intratextual context which is gramatical principles/style of target language, paraphrasing and ommision. The second factor is intertextual context, it is described in field, tenor and mode. Contextual factors bring some effects toward the translation quality in the aspect of accuracy and acceptability. The very low degree of variations in meaning breadth realization and grammatical complexity realization cause the effects, especially on the target audiences. The contextual effects on the target audiences are related to aspect of readability of the texts. The result of translation is readable and acceptable for the target audiences because the translators succeeded in transfering the message of the source language into target language and it makes the target audiences easily to get the message of the movie.

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