

**CATEGORY SHIFT TRANSLATION IN TOY  
STORY 4 SUBTITLES FROM ENGLISH INTO  
INDONESIAN**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for  
Degree of Bachelor of Education in English Language  
Education



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## MOTTO

Jangan sampai penundaan terkabulnya sebuah doa, yang disertai dengan kesungguhan dalam memohon, engkau jadikan alasan keterputusasaanmu. Karena Allah sudah menjamin dikabulkannya doa sesuai dengan pilihan-Nya untukmu, bukan sesuai pilihanmu untuk dirimu, sesuai waktu yang Ia kehendaki, bukan sesuai waktu yang kamu kehendaki.<sup>1</sup>

(Ibn ‘Athailah)

---

<sup>1</sup> Ibnu Athaillah Al-Sakandari, *Al-Hikam: Untaian Hikmah Ibnu Athaillah*, (Jakarta: Zaman, 2010), p. 16.

## ABSTRACT

Title : **Category Shift Translation In Toy Story  
4 Subtitles From English Into Indonesian**

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The Movie is being one of the important audio-visual tools in English teaching and learning, especially in listening comprehension skills. Learners prefer to watch movies in a foreign language without subtitles or with subtitles in the original language or subtitle translation in the target language. Professional translators need to be able to examine a problematic word, phrase, or syntactic structure between SL and TL. Here, the translation shift helps them to overcome this problem. This study was aimed to explain the kinds of category shift which are reflected in English *Bahasa Indonesia* subtitles of Toy Story 4 movie. This study was a mixed-method study that used qualitative research. The data was collected by using documentation. The data were Woody's utterances in Toy Story 4 movie and the theory of translation shift by J.C. Catford (1965). The writer used two stages of data analysis, quoting, and analyzing. To analyze the data the writer used descriptive percentage analysis. Here, the writer focused on the grammatical and syntactic structure of Woody's utterances in English *Bahasa Indonesia* subtitles of Toy Story 4 movie. There were 430 Woody's utterances based on the time stamp. There were found 160 shifts which reflected in the data from 148 utterances. The most frequently shift found in Woody's utterances in Toy Story 4 movie was a unit shift with 39.375% (63). Then, the structure shift was 34.375% (55). Class shift and unit shift were in the same number with 13.125% (21). The result of this study showed that although the translation shift made the different structure between the source text and target text, it could help the translation product becomes more natural to be read

**Keywords:** *Category Shift, Movie Text, Syntactic Analysis.*

## **DEDICATION**

This thesis is dedicated to:

1. My beloved university, Universitas Islam Negeri Walisongo Semarang.
2. All of my teachers and educators in English Department of UIN Walisongo Semarang.

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I realize that I cannot complete arranging and writing this final project without help from others. Many people helped me directly and indirectly during the process of finishing this final project. In this chance, I would like to express my deep gratitude to:

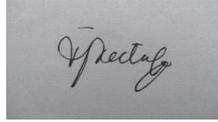
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Finally, I realize that this final project is still far from being perfect. I will be thankful for all of the suggestions to make my thesis better. The writer hopes this thesis will be useful to everyone. Amen.

Semarang, December, 16<sup>th</sup> 2020

The Writer,



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## **ABBREVIATIONS**

SL: Source Language

ST: Source Text

TL: Target Language

TT: Target Text

TS4: Toy Story 4

SS: Structure Shift

CS: Class Shift

US: Unit Shift

IS: Intra-System Shift



# CHAPTER I

## INTRODUCTION

This chapter covers the background of the study, the research question, the objective of the study, the limitation of the study, and the significance of the study.

### **A. Background of the Study**

Language takes an extremely important role as a tool of communication in supporting people to express their idea easily. Ronald Wardhaugh stated that language is what members of a certain community speak.<sup>1</sup> With language, people can interact with others in their community. But in this globalization era, the need for people to interact with others across their community extremely increases. From this condition, it is a must for people to acquire an international language that can connect them in every social activity they involve.

English is the most commonly spoken language in the world. It is spoken by about 1.132 speakers around the world.<sup>2</sup> It is not only used as an interaction tool but also considered as a need for people to keep their existence in this world. It is used by amongst hundreds of millions of people in every activity to support the

---

<sup>1</sup> Jean Aitchison and Ronald Wardaugh, *An Introduction to Sociolinguistics*, Oxford: Blackwell Publishing, 5th edn, 2006, p. 1. <<https://doi.org/10.2307/590702>>.

<sup>2</sup> <https://blog.busuu.com/most-spoken-languages-in-the-world/>. Accessed on June 13, 2020 at 11.20 PM.

continuance of their life like proposing scholarship, job's need, and other activity to get money and other benefits.

Since English becomes an international language used as a compulsory language taught from elementary to a university degree, mastering English is a need for people. In this sense, movies in foreign language teaching are important audio-visual tools in terms of reflecting the language, culture, customs and traditions, clothes, and lifestyle of a community. In language teaching, it is very important to know how words and expressions are used in different contexts and to pronounce them correctly. Many language learners benefit from these audio-visual tools because of the contributions of movies to foreign language learning. Especially in the development of listening comprehension skills, learners prefer to watch movies in a foreign language. There are three options: watching the movie in its original language without subtitles, watching the movie in its original language with subtitles in a source language, and watching the movie in its original language through subtitle translation in the target language.<sup>3</sup>

In terms of foreign language learning, the most important advantage of a subtitle is that the movie can be watched in its

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<sup>3</sup> A Aksu-Ataç and S Köprülü-Günay, 'The Role of Subtitle in Foreign Language Teaching', *International Online Journal of Education and Teaching (IOJET)*, 5.3 (2018), 525 <<http://iojet.org/index.php/IOJET/article/view/350/251>> [accessed 30 December 2020].

original languages and with the original audio. Therefore, the audience/language learner, who has partial knowledge of the language, can benefit from subtitles when s/he cannot understand the audio. Subtitles used in movies can be classified under types. For example, bimodal, standard, and reversed subtitling. However, there are two different types of the subtitle in general:

1. Interlingual subtitle: the original language of the movie is translated into another language. The audience/language learner watches and listens to the movie with the original/target language, but reads the subtitle translated into his/her own language.
2. Intralingual subtitle: here, the original and the subtitle of the movie are the same. The intralingual subtitle is more for people with impaired hearing. Therefore, with this kind of subtitle all audio sounds like footsteps, which are a sign of someone is coming, knocking sound at the door the sound of a car horn that is coming from outside are shown. There are also intralingual subtitles for foreign language learners apart from the aforementioned ones.

In a conducted research, it has been concluded that subtitles in the original language (English) have displayed positive effects on the listening comprehension skills of students, who are learning English as a foreign language, with medium-level English competency. The use of the subtitled movie has been found helpful and entertaining by the participants. In another study, it has been

identified that listening comprehension skills of the audience/language learners that watch a movie in English with intralingual subtitle have improved more than the others that watch it without any subtitle.<sup>4</sup>

As intralingual subtitle has improved students' English competence, interlingual subtitle also has a positive contribution to translation study. The main goal of the interlingual subtitle is to use expressions, which make the movie understandable. The audience/learner comprehends the meaning of the scene by reading the subtitle. On the other hand, there are also features that subtitles should have technically. Because of these technical features like the number of lines and the number of maximum characters, translation of the subtitles has to be restricted, therefore subtitles, in a way, have to give the summary or the gist of spoken expressions.<sup>5</sup>

The challenge in the interlingual subtitle is the different structure and culture which every language has. This difference causes the variation in how the translator translates the text. The SL must not have the same rule with TL. So, it is an almost difficult situation if the translator tries to compare head to head all the rules of SL and TL have. Thus, it is important to be noted that SL and TL still have similarities that can ease the translation process. But when the translator finds out the different patterns of

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<sup>4</sup> Aksu-Ataç and Köprülü-Günay.p.526-527.

<sup>5</sup> Aksu-Ataç and Köprülü-Günay.p.528.

both SL and TL, the translator must consider some grammatical and lexical equivalents.

Robinson stated that professional translators need to be able to examine a problematic word or phrase or syntactic structure or cultural assumption painstakingly, with full analytical awareness of the problem and its possible solutions.<sup>6</sup> The real professional translator must be ready for problematic words or other language features that may confuse them during the process of translation by preparing the solution. Here, the translation shift helps them to overcome the problem of translating certain patterns of texts.

Translation theory is introduced by Catford (1965). He divided the shift into two types as follow.

1. Level shift. It is a shift in which the linguistic level of SL has a TL equivalent at a different level.
2. Category shift. It is a change or shift in translation from formal correspondence and the same level between SL and TL.
  - a. Structure shift. It is a change of grammatical structure in the text.
  - b. Class shift. It is a shift in which the class of SL has a different class in TL equivalent.
  - c. Unit shift. It is a change of rank that departures from formal correspondence in which the translation

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<sup>6</sup> Douglas Robinson, *Becoming a Translator Second Edition*, London & New York: Routledge, 2003, p. 2.

equivalent of the unit at one rank in SL is a unit at a different rank in TL.

- d. Intra-system shift. it is a departure from formal correspondence in which (a term operating in) one system in the SL has as its translation equivalent (a term operating in) a different—non-corresponding—system in the TL.<sup>7</sup>

Watching subtitled programs may result in different kinds of language acquisition. In addition to word meaning, the viewer may learn the meaning of expression or standard sentences, and in which situations these sentences may be used. There may be improvement in the capability to distinguish separate words in the course of spoken language, word pronunciation, and proficiency in constructing correct sentences. As suggested by Koolstra & Beentjes (1999), viewers may also learn to discriminate between different ways of pronunciation (for instance, British and American) and the attached connotations (for instance, aristocratic and slang).<sup>8</sup>

Other benefits of watching subtitled programs are that in this way, language learners can learn grammar by comparing the

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<sup>7</sup> John Cunnison Catford, 'Language and Language Learning a Linguistic Theory of Translation', *Oxford University Press*, 1965, p. 3-80.

<sup>8</sup> Patrícia Albergaria Almeida and Patrícia Dinis Costa, "Foreign Language Acquisition: The Role of Subtitling", *Procedia-Social and Behavioral Science (Vol. 141, tahun 2014)*, p., 1236-1237.

language structure of both original language of the program and the language used in the subtitle.

From the explanation above, the researcher was stimulated to analyze the different structures between the source language and the target language that often becomes a source of difficulties in movie subtitling. In this research. The researcher wanted to analyze English-Indonesia movie texts of Toy Story 4.

## **B. Research Question**

The problem investigated in this study was “What kinds of category shifts are found in English-Indonesia Toy Story 4 movie text?”

## **C. The objective of the Study**

According to the research question above, the objective of this study was “To explain kinds of category shifts found in English-Indonesia Toy Story 4 movie texts”.

## **D. Limitation of the Study**

This study focused on investigating the kinds of category shifts, covering structure, class, unit, and intra-system shifts. The investigation of this study was limited only to Woody’s utterances in English-Bahasa Indonesia Toy Story 4 movie texts.

## **E. Significance of the Study**

The result of this study was intended to expose beneficial and comprehensive knowledge regarding the issues of the shift in translation. Based on the objectives of the study, the significances of this study were as follow:

1. Theoretical Significance
  - a. A positive contribution for those who want to conduct a further study about category shift.
  - b. A reference for those who want to seek further information about the category shift.
2. Practical Significance
  - a. For students

In line with the vision and mission of the English Department of UIN Walisongo, the study about category shift was useful for preparing the students to be prospective translators so they were expected to be well-prepared and eligibly knowledgeable. The result of this study also could be an option for them to learn grammar in the movie.
  - b. For lecturers

The researcher hopes that this study was supposed to broaden their knowledge related to shift so they were able to give a perfectly comprehensive explanation in charge of educating and preparing students to be professional translators. As the category shift was more focused on the

syntactic pattern, so it was appropriate to be implemented in a grammar lesson.

c. For the readers

The researcher hopes that this study would give useful information for the readers about the shift in translation.

d. For the next researchers

This study hopefully could brainstorm their understanding of concepts of the shift in translation. It was also expected could give inspiration for them to conduct a study related to shift which is formulated in other translation products.

## **F. Research Design**

This study used a qualitative approach as a research design. According to Creswell, qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. Those who engage in this form of inquiry support a way of looking at research

that honors an inductive style, focus on individual meaning, and the importance of rendering the complexity of a situation.<sup>9</sup>

As stated by Ary, et. al. qualitative research concerns the data in which the form is represented by words or pictures at times rather than in numerical or statistical data.<sup>10</sup> This research was a mixed-method study that used qualitative research. The instrument of this research was the researcher herself and she used a checklist in form of a category shift table. The researcher made the table by herself by adjusting the need in this analysis. The data analyzed in this study were the utterances of Woody in Toy Story 4 subtitle. The data was collected by downloading them from the internet. The data was analyzed by using documentation by conducting two stages. They were quoting and analyzing. At the end of analyzing the data, the researcher made the percentage of the finding.

## **G. Data Source**

The data of this research were utterances expressed by Woody in Toy Story 4 movie. There were two data used in this study. The first was Toy story 4 movie texts and the book entitled *A Linguistic Theory of Translation* by J. C. Catford as the primary data. The second was other written sources that supported the main

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<sup>9</sup> John W Creswell, *Research Design Qualitative, Quantitative and Mixed Method Approaches 3th ed*, (California: SAGE Publications, 2009), p. 4.

<sup>10</sup> Donald Ary, et. al., *Introduction to Research in Education*, 8th edn (Belmont: Wadsworth, 2010), p. 32. <<http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>>.

source as the secondary data. Indonesian movie text of Toy Story 4 was downloaded from <https://subscene.com/subtitles/toy-story-4/indonesian/2058398>. While the English one was downloaded from <https://subscene.com/subtitles/toy-story-4/english/2062900>. To complete the data, the writer also collected some information from other books, libraries, and the internet related to this research.

## H. Instrument of the Research

A research instrument is a tool to help the researcher in collecting the data. It is used to make the result of the research more precise, well organized, and complete. In qualitative research, the key instrument is the researcher herself. So, the researcher also has to be validated, how far the researcher is able to do the research.<sup>11</sup> Even so, in conducting the research, the researcher also needed a supporting instrument. The instrument was organized as a datasheet to make it easier for the researcher in classifying, interpreting, and analyzing the data. The model of the sheet is as follow:

NO	Code	Source Text	Target Text	Types of Category Shift
1.				
2.				

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<sup>11</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Alfabeta: Bandung, 2014), p. 222.

3.				
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Table 1.1: Analysis Sheet

Note:

Code: 01/TS4/00:02:37,867 --> 00:02:39,117

01 = Number of the data  
 TS4 = Refers to the title of the movie  
 00:02:37,867 --> 00:02:39,117 = Refers to the time stamp, that is hours: minutes: seconds when the data emerge in the movie

## I. Data Collection Technique

In this study, the researcher used the study of the document to collect the data. The documentation was an event script or note in the past time. It could be written, pictures, voice recorded movies or monumental arts from a person. The examples of written documents were an article, journal, magazine, book, daily note, life history and biography, and documents that are relevant to this study.<sup>12</sup> Those documents included the English and Indonesian script of the Toy Story 4 movie and some books and websites explaining category shift theory.

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<sup>12</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Alfabeta: Bandung, 2014), p. 240.

## **J. Data Analysis Technique**

In analyzing the data, the researcher used the literature study technique. This technique was used to obtain the theoretical data by analyzing and identifying relevant sources. Using a literature study made the research process more systematic, critical, and analytic. The technique of data analysis came from the interpretation of the data collection. The stages of the data analysis technique are as follows<sup>13</sup>:

a. Quoting

The first stage is quoting the data. It meant that the researcher would quote Woody's utterances from the movie script and classified them into four types of category shift.

b. Analyzing the utterances

The second stage is analyzing Woody's utterances. After classifying the data in form of a category shift, the researcher analyzed them. Every possible element of Indonesian translation of the movie script was compared to its corresponding original (English language) and carefully recorded in tables to decide the type of category shift. Firstly, the researcher identified the grammar of the English translation of the Toy Story 4 movie script. Then, the

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<sup>13</sup> Muhammad Nafi Annury, 'An Analysis of Humor in J.M Barrie'S Play "the Old Lady Shows Her Medals" on Efl Literature Class', *ETERNAL (English Teaching Journal)*, 5.2 (2018), p. 108. <<https://doi.org/10.26877/eternal.v5i2.2151>>.

researcher compared it to the Indonesian translation and identified the language structure aspect. After that, the researcher decided on the kind of category shift of each utterance. The last, the researcher drew the description conclusion and presented the result. The analysis could be like in the following table:

NO	Code	Source Text	Target Text	Types of Category Shift
1.	10/TS4/00:02:37, 867 --> 00:02:39,117	Hang on, R.C.!	<i>Bertah anlah,</i> R.C.!	US

Table 1.2: Research Instrument Table

The table above shows that the source text is an imperative sentence in the form of a verb phrase. The target text version of it is represented by a single word acting as a verb. Even though both are in the same class, that is a verb, they are patterned differently in the unit. So, this replacement from the verb phrase into the verb is a unit shift.

After analyzing the data completely, as the last step, the researcher interpreted the data in brief and clear descriptions and calculated the percentages of each finding. This step was conducted to know the percentage of the types of category shifts in the English-Bahasa Indonesia Toy Story 4 movie texts. The following is the pattern used in this step:

$$P = \frac{Fx}{N} \times 100\%$$

Note:

P = Percentage

Fx = Frequency

N = Total number of shifts

100% = Constant number

## **K. Validity**

In this research, the researcher used triangulation to get credibility for data validity. As stated by Campbell and Fiske (1959), triangulation is a powerful way of demonstrating concurrent validity, especially in qualitative research.<sup>14</sup> The researcher used time triangulation. To check data validity, the researcher used time triangulation by collecting the data at a different time. Especially in the quoting process, the researcher did it many times because the researcher did many errors.

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<sup>14</sup> Louis Cohen, Keith Morrison, and Lawrence Manion, *Research Methods in Education*, 8th edn, 2018, p. 141 <<http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>>.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses some previous researches which are related to this research and theoretical framework about translation shift and synopsis of the movie. This chapter is divided into two-part. They are previous researches and literature review.

#### **A. Previous Research**

Many researchers have conducted research relating to translation, especially on the category shift. In this study, I chose some previous researches which were relevant to my current study about category shift.

1. *An Analysis on The Translation Shift in Translating Indonesian Songs into English mad by the Students specializing at Translation Studies of University of Muhammadiyah Malang* by Dwicky Fandi Setyabudi (2016). This research was aimed to find out the kinds of translation shift occur in translating Indonesian songs into English which was made by students specializing in translation studies. This research and my current study had similarities in having translation shifts or category shifts as the topic chosen in these two types of research and descriptive qualitative method to conduct the study. Thus, this research was also different from my current study. If this research had the translation of Indonesian songs into English as the object, while my current

study had the translation of English into Bahasa Indonesia movie text. The type of object was also different. This research used song lyrics, while my current study used movie text.<sup>1</sup>

2. *A Syntactic Analysis of Translation Shift on Abdullah Yusuf Ali's Translation of Surah Al-Waqi'ah* by Nur Azizah (2017). This study aimed to find out the kinds of translation shifts that were introduced by Catford (1965) found in the English translation of surah al-Waqi'ah in *The Holy Qur'an, Text, Translation, and Commentary* (1934) by Abdullah Yusuf Ali. This previous research has similarities and differences with my current study. The difference between both the previous research and my study was in having a research object. If this previous study discussed the English translation of The Holy Qur'an while my current study discussed English-Indonesia movie texts of Toy story 4. The other differences were that language studied in this previous study is Arabic and English, while my current study was English and Indonesia. Besides, both my current and previous study had a similarity. The similarity was regarding the topic of the research. Both this previous study and my current study discussed kinds of shifts.

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<sup>1</sup> Dwicki Fandi Setyabudi, "An Analysis on the Translation Shift in Translating Indonesian Songs into English Made by the Students Specilaizing at Transaltion Studies of University of Muhammadiyah Malang", *Thesis*, (Malang: University of Muhammadiyah Malang Bachelor Program, 2106), p. 29.

These two studies were also the same in having a descriptive qualitative method in conducting the research.<sup>2</sup>

3. *Translation Shifts in Goenawan Mohamad's Poem Collection "On God and Other Unfinished Things" (with Special Reference to Poem 33)* by Christien Triyuni Tirtayasa and Harris Hermansyah Setiajid (2018). This research was aimed to find out the occurrence of a category shift in the English version of Goenawan Mohamad's poem collection. The similarities of this research with my current study are in having a descriptive qualitative method as a research method and category shift as the research topic. Thus, this research was different from my current study in the type of research object. This research analyzed a poem translation while my current study analyzes a movie text translation. This research was comparing the literary elements in Bahasa Indonesia and the English version. The analysis departed from the category shift in micro-level analysis to the semantic, textual, pragmatic, rhetorical, and stylistic components. The result showed that there is some significant distinction concerning

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<sup>2</sup> Nur Azizah, "A Syntactic Analysis of Translation on Abdullah Yusuf Ali's Translation of Surah Al-Waqi'ah", *Thesis*, (Semarang: UIN Walisongo, 2017), p. 17.

the linguistic and non-linguistic discrepancies found in Goenawan Mohamad's poems and their English version.<sup>3</sup>

4. *An Analysis of Category-Shift on The Comic Translation from English into Indonesian in Visual Translation Subject of English Department Tidar University* by Anik Sholichah (2019). This research was aimed to describe the occurrence of category shift on the comic translation translated by the third-semester students of Tidar University in visual translation subject. It is also aimed to describe the influence of the category shift on transferring meaning from the source language into the target language. This research and my current study were the same in having Catford's theory of translation shift to analyzing the data and using the descriptive and qualitative method as a research method. Meanwhile, this research was different from my current study in that this research analyzes a comic translation, while my current study analyzes movie text translation.<sup>4</sup>

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<sup>3</sup> Christien Tiyuni Tirtayasa & Harris Hermansyah Setiajid, "Translation Shift in Goenawan Mohamad's Poem Collection "On God and Other Unfinished Things" (with Special Reference to Poem 33)", *Journal of Language and Literature* (Vol. 18, No. 2, year 2018), p. 201.

<sup>4</sup> Anik Sholekhah, "An Analysis of Category Shifts on the Comic Translation from English into Indonesian in Visual Translation Subject of English Department Tidar University", *Jornal of Research on Applied Linguistics language and Language Teaching* (Vol. 2, No. 1, year 2019), p. 11.

## **B. Literature Review**

### **1. Translation**

Some experts in translation study define the term translation in many ways. Catford stated that translation is an operation performed on language: a process of substituting a text in one language for a text in another.<sup>5</sup> He also defined translation as a replacement of textual material in one language (SL) by equivalent textual material in another language (TL). This definition is intentionally wide-not vague, though it may appear so at first sight. There are ‘textual material’ (where ‘text’ might have been expected) and ‘equivalent’.<sup>6</sup> Newmark pointed out that translation is a craft consisting of the attempt to replace a written message and/or statement in one language with the same message and/or statement in another language. According to Roger T. Bell, translation is the expression in another language (target language) of what has been expressed in another source language, preserving semantic and stylistic equivalences.<sup>7</sup> Moreover, Munday stated that the process of translation between written languages involves the translator changing an original written text (the source text or ST) in the original

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<sup>5</sup> Catford, p. 1

<sup>6</sup> Catford, p. 20

<sup>7</sup> Roger T Bell, *Translation and Translating: Theory and Practice* (New York: Longman Inc., 1991),p.5  
<[https://www.academia.edu/download/58524148/Translation\\_and\\_Translatin\\_g-\\_Theory\\_and\\_Practice.pdf](https://www.academia.edu/download/58524148/Translation_and_Translatin_g-_Theory_and_Practice.pdf)>.

verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).<sup>8</sup>

From some definitions above, it can be concluded that translation is a changing of a written or spoken message in a certain language into another language by considering semantic and stylistic equivalences.

#### **a. Concept of Translation**

Translating consists of reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. But this relatively simple statement requires careful evaluation of several seemingly contradictory elements.<sup>9</sup> This is in line with what Munday proposes that the term translation has numerous meaning referring to two major aspects which are *product-oriented* and *process-oriented*. In this context, *product-oriented* refers to the text that has been translated from the source language while *process-oriented* refers to the act of translating the text.<sup>10</sup>

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<sup>8</sup> Jeremy Munday, *Introducing Translation Studies: Theories and Applications*, London: Routledge, 2001, p. 5 <<https://doi.org/10.1075/target.14.2.16gam>>.

<sup>9</sup> Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation*, Leiden: E.J. Brill, 1982, p. 12 <<https://doi.org/10.1177/026009437302400209>>.

<sup>10</sup> Munday, p. 5

As stated by Nida that there is a triple principle of translation which is advocated by Chinese translator, Yan Fu. Those are faithfulness, expressiveness, and elegance. Furthermore, Nida said that the triple principle of translation should be understood with additive factors: first, faithful equivalence in meaning, second, expressive clarity of form, and third, attractive elegance that makes a text a pleasure to read.<sup>11</sup> Nida said that the success of translation depends above all on achieving equivalent response. The following is the four basics requirement of a translation:

- 1) Making sense;
- 2) Conveying the spirit and manner of the original;
- 3) Having a natural and easy form of expression;
- 4) Producing a similar response.<sup>12</sup>

Schleiermacher, cited by Munday, has distinguished two different types of a translator working on two different types of text; these are:

- 1) *Dolmetscher*= commercial text translator; and
- 2) *Übersetzer*= scholarly and artistic text translator.

In doing translation activity, the translator transfers the meaning of the SL into the TL. The process of translation includes studying the lexicon, grammatical

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<sup>11</sup> Eugene A. Nida, *Context in Translating*, Amsterdam & Philadelphia: Benjamins, 2001, p. 1

<sup>12</sup> Munday, p. 42

structure, communication situation, and cultural context within the text, analyzing each of them to determine the meaning, and restructuring the same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.<sup>13</sup>

Cited by Hatim, Nida states that the process of translation consists of three stages. They are analysis, transfer, and restructuring. In analyzing, the translator analyzes the ST in terms of grammatical relationships and the meaning of the word and combinations of the word. The goal of the analysis of the ST is to get a full comprehension of the message which is intended to convey. Then, the analyzed material is transferred in the mind of the translator from the SL to the TL. After that, in the restructuring step, the transferred material is restructured to make the final acceptable message in the T. the important aim of the restructuring process is to ensure that the impact. Which the translation is to have on its intended receptors, is similar to what the ST has intended. In this stage, where some revisions may take place, the translator has to check the target against the ST to ensure as far as possible that there are omissions, additions, or meaning distorting in his/her translation

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<sup>13</sup> Herdani Kantiastuti (07211144035), 'An Analysis of Category Shift in the English-Bahasa Indonesia *Breaking Down* Movie Texts' (Universitas Negeri Yogyakarta, 2014), p. 11.

product, to ensure that it is appropriate for the function that is expected.<sup>14</sup>

## **b. Translation Strategies**

Cited by Basil Hatim that Candlin (1991) stated that a translator is characteristically purposeful as a profession; it has targets and goals. It is done on behalf of sponsors. It lacks (except in rare cases) the leisure of reflective consideration about researchable questions of why like this, why here. Nonetheless, translators as applied linguists do have certain obligations to the furthering of our understanding of language and our ability to explain the acts of communicating in which we are continually engaged.<sup>15</sup>

Cicero and Munday carry out two major different strategies for translating. Cited in Munday, Cicero proposes a word-for-word strategy which is also known as *foreignization* and *literal translation*. In Roman times, a word-for-word strategy was exactly what is said: the replacement of each word of the ST (invariably Greek) with its closest grammatical equivalent in Latin. This was

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<sup>14</sup> Basil Hatim, *Teaching and Researching Translation*, London & New York: Routledge, Second Edition (London: Routledge, 2013), p. 22 <<https://doi.org/10.1093/elt/57.1.77>>.

<sup>15</sup> Hatim, p. 4.

because the Romans would read the TTs side by side with the Greek STs.<sup>16</sup>

Thus, St Jerome has another strategy of translation. He proposes sense-for-sense translation or known as free translation. Jerome disparaged the word-for-word approach because, by following so closely the form of the ST, it produced an absurd translation, cloaking the sense of the original. The sense-for-sense approach, on the other hand, allowed the sense or content of the ST to be translated. St Jerome assumes that the natural meaning of ST cannot totally be expressed. So, it can make the translational product seems to be absurd when following word-for-word strategy.<sup>17</sup>

### c. Types of Translation

Roman Jakobson categorizes translation into three types. Those are as follow:

- 1) Intra-lingual translation or ‘rewording’ is an interpretation of verbal signs by means of other signs of the same language. This type of translation would occur when we rephrase an expression or text in the same language to explain or clarify something we might have said or written.<sup>18</sup> For example: “*every celibate is a bachelor, but not every bachelor is a*

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<sup>16</sup> Munday, p. 19.

<sup>17</sup> Munday, p. 20.

<sup>18</sup> Munday, p. 5.

*celibate.*” This sentence is paraphrased into: “*every unmarried man is a bachelor, and every bachelor is an unmarried man.*” It can also be “*every celibate is bound not to marry, and everyone who is bound not to marry is a celibate.*” Even though the translational version seems incomplete structurally, it pragmatically completes the same meaning as the original version.<sup>19</sup>

- 2) Inter-lingual translation, or ‘translation proper’ is an interpretation of verbal signs by means of some other languages. It is included in the traditional translation by no means exclusive, the focus of translation studies.<sup>20</sup> Jakobson points out that translational product is presented in a different code from the original one since it constitutes the transference going from one language to another language, in the other words, Jakobson addresses it as translation between two different languages.<sup>21</sup>
- 3) Inter-semiotic translation or ‘transmutation’ is an interpretation of verbal signs by means of signs of non-verbal sign systems. It would occur if a written

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<sup>19</sup> Basil Hatim and Jeremy Munday, *Translation: An Advanced Resource Book for Students*, *Translation: An Advanced Resource Book for Students*, 2019, p. 5 <<https://doi.org/10.4324/9780429266348>>.

<sup>20</sup> Munday, p. 5.

<sup>21</sup> Susan Bassnett, *Translation Studies*, London & New York: Routledge, 3rd edn, 2002, p. 23. <<https://doi.org/10.1093/ywcct/mbw001>>.

text were translated, for example, into music, film, or painting.<sup>22</sup> Furthermore, Jakobson defines inter-semiotic translation as transmutation, which is a translation of verbal signs into non-verbal signs.<sup>23</sup>

On the other hand, Newmark proposes types of translation into two types. These are communicative and semantic translation.

- 1) Communicative translation is a translation that produces as close as possible effect as what the original text intends to. Or in other words, it focuses on the pragmatic content of the message
- 2) Semantic translation is a translation that constitutes an attempt of rendering the closest semantic and syntactic structure. Furthermore, Newmark emphasizes that semantic translation is different from literal translation in which, in addition, to respect the content, there is an allowance to interpret and even to explain the cultural features (metaphors and proverbs, for instance).<sup>24</sup>

Larson also divides translation into two types, they are:

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<sup>22</sup> Munday, p. 5.

<sup>23</sup> Susan Bassnett, p. 23.

<sup>24</sup> Munday, p. 44.

- 1) The literal translation is a translation based on the form of the source language in which the translation product attempt to follow the form of SL in TL.
- 2) The idiomatic translation is a meaning-based translation that makes every effort to communicate the meaning of the SL text in the natural form of the receptor language.<sup>25</sup>

Both two types of translation above are almost the same with translation strategies which are proposed by Cicero and St Jerome. Firstly, the literal translation is almost the same as word-for-word translation, also known as a literal translation, which replaces word from SL to the closest word in TL. Secondly, idiomatic translation closes to what St Jerome proposes about translation strategy. He carries out a sense-for-sense translation strategy, also labeled as free translation, which carries meaning-based translation.

According to the translation procedure, Zuchridin and Sugeng propose several types of translation in their book entitled *Translation: Bahasa Teori & Penuntun Praktis Menerjemahkan*. They are:

- 1) Translation means rendering the sound of a source language to the target language form.

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<sup>25</sup> Ayu Bandu Retnomurti, "The Equivalence and Shift in The English Translation of Indonesian Noun Phrase", *Thesis*, (Jakarta: Gunadarma University Post Graduate Program, 2010), p. 2.

- 2) Transliteration is the process of rendering the letters of one alphabet into the letters of another with a different alphabetical system.
- 3) Borrowing, a procedure to adopt source language text when the target language has no equivalent for the source language. For example: 'Focus' in English is translated '*Fokus*' in Indonesia.
- 4) Literal, this is one to one structural and conceptual correspondence. It can include borrowing and word for word translation.
- 5) Transposition (the replacement of one grammatical unit by another) is one of the most common procedures used in the translation. It involves replacing a grammatical structure in the SL with one of a different type in the TL to achieve the same effect. For example: 'Good Morning' is translated to be '*Selamat Pagi*'.
- 6) Modulation, the term 'modulation' was first stated by Vinay and Darbelnet to show the variation of translation strategy. It is about the variation through a change of viewpoint of respective and very often of category, such as a change from abstract to the concrete, cause to effect, active to passive, etc. For

example: 'No smoking' is translated to be '*dilarang merokok*'.<sup>26</sup>

- 7) Adaptation, this process is used when the other does not suffice. It involves modifying the concept of using a situation analogous to the SL situation though not identical to it. An adaptation may at the same time entail modulation and transposition. For example: 'first-class' is translated to be '*kelas satu*'. The word '*kelas*' is an adaptation from 'class'.<sup>27</sup>

## 2. Equivalence in Translation

In translation study, the term equivalence is such an important thing to discuss. It is related to the degree of sameness between the situation described in ST and TT. Furthermore, Jakobson states that there is no ordinarily full equivalence between code-units involved in translation. In line with what he defines about inter-lingual translation, he emphasizes the equivalence of the messages comprised in both TL and SL by stating that the translator recodes and transmits a message received from another source. Therefore,

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<sup>26</sup> M. Zaka Al Farisi, *Pedoman Penerjemahan Arab-Indonesia*, (Bandung: PT Remaja Rosdakarya, 2011), p. 40.

<sup>27</sup> Siti Muhtalifah, 'An Analysis of English-Indonesia Translation Shift in the Hannah Banana Short Story by Ribut Wahyudi', 2011, p. 5-6. <<https://repository.uinjkt.ac.id/dspace/handle/123456789/4857>> [accessed 30 December 2020].

translation involves two equivalence messages in two different codes.<sup>28</sup>

The broader concept of equivalence is specified by Nida which is adapted by Munday. Nida distinguishes equivalence into two types. They are formal equivalence and dynamic equivalence.

- a. Formal equivalence relates to the text itself in both form and content. It simply means that the text in TL should meet as close as possible the text in SL. It is oriented to the SL structure with more emphasis on correctness and accuracy.
- b. Dynamic equivalence emphasizes how the message of SL is expressed naturally into TL through seeking the closest natural equivalent of SL message to complete the naturalness of TL without having any interference from SL.<sup>29</sup>

In addition, Catford makes an important distinction between formal correspondence and textual equivalence:

- a. Formal correspondence is any TL category (unit, class, structure, the element of the structure, etc.) which can be said to occupy, as nearly as possible, the same place in the economy of the TL as the given SL category occupies

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<sup>28</sup> Munday, p. 37.

<sup>29</sup> Munday, p. 42.

in the SL. For example, translating an adjective in SL into an adjective in TL.

- b. Textual equivalent is any TL text or portion of text which is observed on a particular occasion, to be the equivalent of given SL text or portion of text.<sup>30</sup> Furthermore, textual equivalence relates to the syntagmatic structuring of text.<sup>31</sup>

### **3. Shift in Translation**

In line with the previous explanation about equivalence, the term equivalence is related to the presence of translation shift. After Catford made an important distinction between formal correspondence and textual equivalence, he introduces the concept of the shift in translation.

In translation activity, there must be an adjustment that is done between SL and TL. In fact, this adjustment does not occur just at the moment. It is determined by the translation method, translation target, and translation competence. It is also determined by the subjectivity of the translator itself. This subjectivity is done when determining the appropriate equivalence of SL to TL which is based on the translator competence, translation style, characteristic of the text, translation goal, and translation target. So that the adjustment can cause the semantic shift. In meaning context, shift

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<sup>30</sup> Catford, p. 27.

<sup>31</sup> Susan Bassnett, p. 33.

indicates that there are points of difference between SL and TL. However, a shift is not considered as a deviation, because it is actually a logical consequence in the translation process as the result of the difference of language structure and culture between SL and TL.<sup>32</sup>

Catford states that shift means departures from formal correspondence in the process of going the SL to the TL. He classifies translation shifts into two types, they are level shift and category shift.<sup>33</sup> More deeply, he divides category shift into four types, they are structure-shift, class-shift, unit-shift, and intra-system-shift.<sup>34</sup>

#### **a. Level Shift**

Catford states that level shift means that an SL item at one linguistic level has a TL translation equivalent at a different level. Before that, he divides language into two levels, they are grammar and lexis. So, level shift here means the replacement of a message or concept which is expressed grammatically in SL, but it is lexically expressed in TL and *vice versa*. In addition, Catford says that level shift is quite a common shift due to the fact that

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<sup>32</sup> M. Zaka Al Farisi, p. 37-38.

<sup>33</sup> Catford, p. 73.

<sup>34</sup> Catford, p. 76.

every language has its own laws and norms.<sup>35</sup> For example:

In English	(SL1): <i>Tom <b>does not like</b> reading comic.</i>
In Bahasa Indonesia	(TL1): <i>Tom <b>tidak suka</b> membaca komik.</i>
In English	(SL2): <i>The baby <b>has stopped</b> crying.</i>
In Bahasa Indonesia	(TL2): <i>Bayi ini <b>telah berhenti</b> menangis.</i>

In SL1, in the grammatical form of “**do/does+not+V1**” as a unit in English grammar showing present tense is translated into Bahasa Indonesia by lexis “*tidak*”. This is because in Bahasa there is no official agreement that concerns to what tense must be used and no need to worry about the use of the level of a verb as like as in English norm dividing the verb based on the tense for expressing the message.

The SL2 shows that level shift is marked by the replacement of the positive form of present perfect rule “**has+stopped (V3)**”. This grammatical form is translated into Bahasa Indonesia with the lexis “*telah berhenti*”.

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<sup>35</sup> Catford, p. 73.

## b. Category Shift

Category shift is departures from formal correspondence in translation.<sup>36</sup> Formal correspondence is any grammatical category in the TL which can be said to occupy the same position in the system of the target language as the given source of language category in the source language system.<sup>37</sup> Catford divides category shift into four types, they are *structure-shift*, *class-shift*, *unit-shift* (*rank-changes*), and *intra-system-shift*.

### 1) Structure-shift

Structure-shift is the most frequent category shift at all ranks in translation. It occurs in *phonological* and *graphological* translation as well as in total translation. In grammar, it can occur at all ranks.<sup>38</sup> *Structure-shift* can happen when there is a change in the grammatical structure or word sequence in a particular sentence pattern. It can occur in all forms such as noun phrases, sentences, clauses, etc. For example:

In English

(SL): *My banana*

*cake is ready to serve.*

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<sup>36</sup> Catford, p. 76.

<sup>37</sup> Herdani Kantiastuti (07211144035), p. 13.

<sup>38</sup> Catford, p. 77.

In *Bahasa Indonesia* (TL): *Bolu pisangku siap disajikan.*

The example above clearly shows that the structure of SL follows the formula of active present tense signaled by *is ready to serve*. Thus, in the translation version, TL, the original sentence is changed into passive present tense form by adding the prefix *di-* preceding the main verb *sajikan*. When the translator still uses the form of the active present tense in TL, the result will be ambiguous.

2) Class-shift

Class-shift occurs when the translation equivalent of an SL item is a member of a different class from the original item.<sup>39</sup> The class shift is the replacement of a particular part of speech from SL into a different part of speech in TL. In short, the class shift is a change in word class. For example:

In English (SL): *She had **the biggest smile** on her face.*

In *Bahasa Indonesia* (TL): *Dia **tersenyum lebar** di wajahnya.*

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<sup>39</sup> Catford, p. 78.

The example above obviously shows that the noun phrase *the biggest smile* is translated into a verb phrase *tersenyum lebar*. This replacement of word class from a noun into a verb is called a class shift.

### 3) Unit-shift

The unit shift is means changes in rank. It is a departure from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL.<sup>40</sup> For example:

In English (SL1): ***Watch out!***

In Bahasa Indonesia (TL1): ***Awas!***

In English (SL2): *Lalu M. Zohri ran  
very fast.*

In English (SL2): *Lalu M. Zohri ran  
quickly.*

In the first example above, the SL shows the imperative sentence in form of a verb phrase. While in TL the form of imperative sentence only comprises a single word. Even both are in the same class consisting of a verb, they are formed in different units. The replacement from the verb

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<sup>40</sup> Catford, p. 79.

phrase into only one verb can be mentioned as a unit shift.

The second example is intra-lingual translation. This kind of translation provided the translator to find the synonym of the word to paraphrase or to define the SL text. The example above shows that the word very fast, an adjective phrase, is replaced in TL with the word quickly, an adverb. This replacement from an adjective phrase into an adverb is labeled as a unit shift.

#### 4) Intra-system-shift

Intra-system-shift is a departure from formal correspondence in which (a term operating in) one system in the SL has as its translation equivalent (a term operating in) a different—non-corresponding—system in the TL.<sup>41</sup> Intra-system shift is occupied to indicate that the shift occurs internally within the system of a certain language. In *Bahasa Indonesia*, when the users want to express the quantity of number, they use the word “*banyak*”, “*sedikit*”, “*beberapa*” and “*para*”. Sometimes they also use the repetition of the word, like “*siswa-siswa*” and “*pohon-pohon*”.

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<sup>41</sup> Catford, p. 79.

Besides, English has its own norms. It has certain terms to express the number of numbers, deixis an article. To express the quantity, English users can occupy “*many*”, “*much*”, “*few*” by using the cardinal number (*one*, *two*, and *three*) followed by the things, and by adding the suffixes (-s and -es,). For the deixis use, it is illustrated by the use of pronoun (*she* and *he*) to refer to someone. While the use of an article (such as *a*, *an*, *the*, and *this*) functions as a determiner.<sup>42</sup> For example:

In English (SL): ***The butterflies*** have beautiful wings.

In Bahasa Indonesia (TL): ***Kupu-kupu*** memiliki sayap yang indah.

In the example above, the subject “*butterflies*” in the English sentence is a plural form showing that there are numbers of butterflies that have beautiful wings. The plural form is signaled by the suffix “-es”. Thus, in the translation version, the plural form in the SL is changed into a singular form, that is “*kupu-kupu*”. The word “*kupu-kupu*”, although it is

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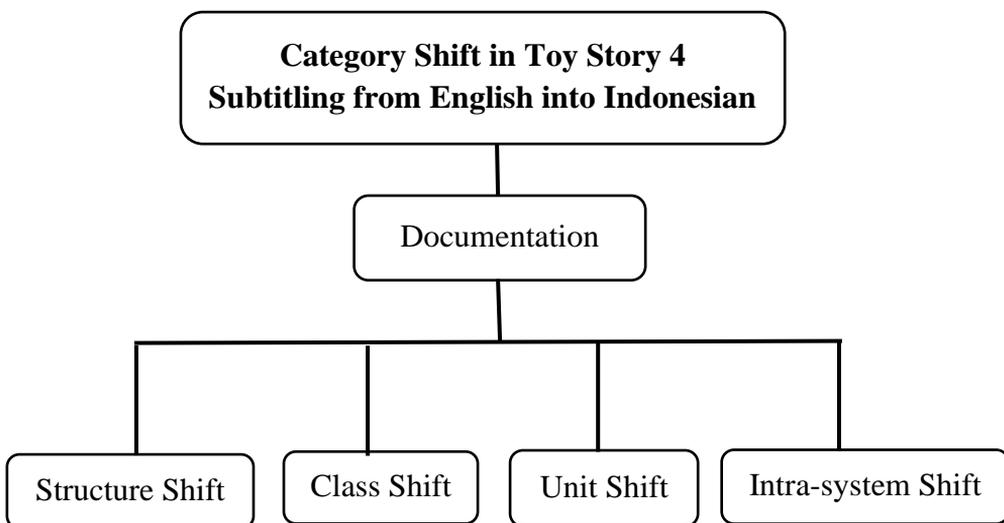
<sup>42</sup> Muhammad Seto Aji, *CATEGORY SHIFT IN HOW TO TRAIN YOUR DRAGON 2 SUBTITLING FROM ENGLISH INTO INDONESIAN THESIS Submitted as A Partial Requirements for the Degree of Sarjana in English Language and Literature*, 2017, p. 22.

formed repeatedly by which the quantity of being many, is originally a singular form in Bahasa Indonesia. It will be an ambiguous sentence when the word “*kupu-kupu*” is stated with “*kupu-kupu – kupu-kupu*” for indicating the plural form.

### C. Conceptual Framework

The main goal of this research was to find out kinds of category shift found in English-Indonesian Toy story 4 movie text. In making a good translation product, a professional translator must be ready for certain problematic words, phrases or other language features that may confuse them during the proses of translation. This research was arranged from some previous researches and literature reviews. They were used to be a guideline in analyzing category shift in English-Indonesian Toy Story 4 movie text.

Figure 2.1 Conceptual Framework





## CHAPTER III

### GENERAL OVERVIEW OF TOY STORY 4 MOVIE

This chapter presents about overview of Toy Story 4 movie. This chapter presents about general overview of Toy Story 4 movie, plot of Toy Story 4 movie, and the characters of Toy Story 4 movie.

#### **A. Toy Story 4 Movie**

*Toy Story 4* is a 2019 American computer-animated comedy film produced by Pixar Animation Studios and released by Walt Disney Pictures. It is the fourth installment in Pixar's *Toy Story* series and the sequel to *Toy Story 3* (2010). It was directed by Josh Cooley (in his feature directorial debut) from a screenplay by Andrew Stanton and Stephany Folsom; the three also conceived the story alongside John Lasseter, Rashida Jones, Will McCormack, Valerie LaPointe, and Martin Hynes. Tom Hanks, Tim Allen, Annie Potts, Joan Cusack, Don Rickles (via archive recordings), Wallace Shawn, John Ratzenberger, Estelle Harris, Blake Clark, Bonnie Hunt, Jeff Garlin, Kristen Schaal and Timothy Dalton reprise their character roles from the first three films. They are joined by Tony Hale, Keegan-Michael Key, Jordan Peele, Christina Hendricks, Keanu Reeves, and Ally Maki, who voice the new characters.

The film directly follows *Toy Story 3*, as Sheriff Woody, Buzz Lightyear, and their other toy friends have found

new appreciation living with Bonnie. They are joined by Forky, a spork that Bonnie has made into a toy, and embark on a road trip adventure. The film is dedicated to Rickles and animator Adam Burke, who died on April 6, 2017 and October 8, 2018, respectively.

*Toy Story 4* premiered on June 11, 2019, in Los Angeles, and was released in the United States on June 21, 2019, in RealD 3D, 4DX, Dolby Cinema, IMAX, and IMAX 3D. It grossed \$1.073 billion worldwide, becoming the highest-grossing installment of the franchise, the eighth highest-grossing film of 2019, and the fifth-highest-grossing animated film of all time during its theatrical run. Like its predecessors, the film received critical acclaim, with praise for its story, humor, emotion, musical score, animation, and vocal performances. It won the Critics' Choice Movie Award for Best Animated Feature and the Producers Guild of America Award for Best Animated Motion Picture. At the 92nd Academy Awards, it was nominated for Best Original Song, and won Best Animated Feature, making it the first franchise to win the award twice.<sup>1</sup>

## **B. Plot of Toy Story 4 Movie**

In a flashback to nine years ago (between the events of the previous two films) R.C. is being swept down a storm drain.

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<sup>1</sup> [https://en.wikipedia.org/wiki/Toy\\_Story\\_4](https://en.wikipedia.org/wiki/Toy_Story_4). Accessed on January, 5<sup>th</sup> 2021 at 11.00 pm.

Woody and the other toys mount a successful rescue operation, but while they are busy, a mysterious man buys Bo Peep; despite Woody's efforts to prevent the sale, Bo reassures him that it is part of being a toy to be taken away.

Two years after Andy donated his toys to Bonnie, Woody and the other toys are content in their new life. Worried that Bonnie will feel overwhelmed at her kindergarten orientation, Woody - who Bonnie has been neglecting - sneaks into her backpack, and his fears come to light as Bonnie becomes shy around her new classmates. Woody covertly places a spork and other items from a trash can on Bonnie's table during arts and crafts, and she turns them into a handmade toy-spork she names "Forky". After Bonnie places Forky in her backpack, he comes to life, much to Woody's shock.

After Woody introduces him to the rest of Bonnie's toys, Forky experiences an existential crisis, believing that he was made to be trash and not a toy, and the other toys prevent him from throwing himself away. On a road trip with Bonnie's family and her toys, Forky - still believing himself to be trash - jumps out of the window, prompting Woody to go after him. Woody convinces Forky of the joys of being a toy, and they journey to the RV park where Bonnie and her parents will be staying.

Reaching the town, Woody spots Bo's lamp at an Antique Store. Searching for Bo inside, he and Forky encounter a doll named Gabby Gabby and her sycophant puppets, the Bensons.

Gabby Gabby offers to take them to Bo, but soon reveals her true plan to obtain Woody's voice box, since her own is broken and no child will purchase her. When Bonnie and her parents enter the store, Woody and Forky try to escape, but Forky is captured by Gabby Gabby. By the time Woody escapes from the shop, Bonnie's RV has left without him, and he realizes that he has left Forky behind. Woody reunites with Bo, who has become a nomad adventurer helping lost toys find owners. With Bo's companion, a miniature cop named Giggles McDimples, they take a route through a nearby carnival to rescue Forky from the antique store.

Meanwhile, Buzz searches for Woody on his own, seeking guidance in the button-induced phrases from his own voice box. Buzz finds himself as a prize in a carnival booth and escapes with plush toys Ducky and Bunny. Buzz finds Woody and Bo, and they recruit Ducky and Bunny to help rescue Forky, promising that they will become Bonnie's toys, along with Bo's old friend from the antique store, Duke Caboom, a Canadian stuntman toy.

At the antique store, the toys' plan to rescue Forky fails. Woody, the only toy still determined to save Forky, has a falling out with the other toys, and indirectly insults Bo. As Bo, Duke, Giggles, Ducky, and Bunny return to the carnival, Woody gives up his voice box to Gabby Gabby in exchange for Forky. Gabby Gabby is desperate to be adopted by Margaret (the store owner)'s granddaughter, Harmony, but Harmony is creeped out by Gabby

Gabby's new voice and rejects her. Buzz returns to Bonnie's RV and cries out to retrieve Bonnie's backpack, which she left at the antique store. Woody comforts Gabby Gabby, and Bo and her gang return after a change of heart.

After Bonnie returns for her backpack, the toys follow her and her parents. Through Duke's motorcycle skills, Buzz and Forky make it back to Bonnie, who is overjoyed to have Forky back. Taking Woody's advice, Gabby Gabby sees a little girl crying and gives her comfort, and is finally adopted. As Woody and Bo say goodbye, Woody becomes hesitant in returning with Bonnie. With some encouragement from Buzz, Woody decides to stay with Bo and help lost toys find owners. Buzz and the gang give Woody and Bo a goodbye hug and the two groups go their separate ways.

In the mid-credits scenes after Woody and Bo traveling with the carnival, one year has passed and Bonnie has entered first-grade. Jessie brings home a new friend Bonnie created: Knifey, a decorated plastic knife. Instantly smitten, Forky offers to shepherd her in her journey through life as a toy instead of trash. When her first question is "Why am I alive?", he is stumped.<sup>2</sup>

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<sup>2</sup> <https://www.imdb.com/title/tt1979376/plotsummary>. Accessed on February 27, 2020 at 11.03am.

## **C. Characters on Toy Story 4 Movie**

1. Major Character
  - Woody
  - Forky
2. Minor Character
  - Bo Peep
  - Buzz Lightyear
  - Gabby Gabby
  - Bonnie
  - Ducky
  - Bunny
  - Duke Caboom
  - Giggle McDimples
3. Round Character
  - Bonnie's Dad
  - Bonnie's Mom
  - Jessie
  - Rex
  - Hamm
  - Slinky Dog
  - Mr. Potato Head
  - Mrs. Potato Head
  - Aliens
  - Dolly

- Trixie
- Mr. Pricklepants
- Buttercup
- Billy, Goat, and Gruff
- Andy
- Young Andy
- Andy's Mother
- Margareth the Store Owner
- Combat Carl
- Lost Girl
- Miss Wendy
- Benson and the Dummies
- Harmony
- Melephant Brooks
- Chairol Burnett
- Bitey White
- Carl Reineroceros
- Old Timer
- Harmony's Mother
- Axel the Carnie
- Karen Beverly
- RC

- Oakland Athletics Bobblehead Figure<sup>3</sup>

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<sup>3</sup> [https://en.wikipedia.org/wiki/Toy\\_Story\\_4](https://en.wikipedia.org/wiki/Toy_Story_4). Accessed on January, 5<sup>th</sup> 2021 at 11.00 pm.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter aimed to present the findings and discussion of the research. It covered syntactic analysis kinds of category shifts in English and Bahasa Indonesia movie text of Toy Story 4 movie.

#### **A. Finding**

In this subchapter, the researcher presented the main point of data finding relating to the kinds of category shift that occurred in the English and Bahasa Indonesia movie text of Toy Story 4 movie. From the whole utterances of the movie text, there were 430 Woody's utterances based on timestamp. After being classified into four types of category shift, 148 utterances reflected category shift. But there was a case in which certain utterance reflected more than one type of shift. So, there were 160 cases found in the analysis.

The following table presents the occurrence of a category shift in the English Bahasa Indonesia movie text of Toy Story 4.

No.	Types of Category Shift	Frequency
1.	Structure shift	55
2.	Class shift	21
3.	Unit shift	63
4.	Intra-system shift	21
Total		160

Table 4.1: The Occurrence of Category Shift

The method of analysis in this study was descriptive percentage analysis. This analysis was done by dividing the shift frequency with the total number of shifts and multiplying them by 100%.

$$P = \frac{Fx}{N} \times 100\%$$

Note: P = Percentage

Fx = Frequency

N = Total number of shifts

100% = Constant number

The percentage of each type of shift was counted as like in the following:

1. Structure shift

$$P = \frac{55}{160} \times 100\% = 34.375\%$$

2. Class shift

$$P = \frac{21}{160} \times 100\% = 13.125\%$$

3. Unit shift

$$P = \frac{63}{160} \times 100\% = 39.375\%$$

4. Intra-system shift

$$P = \frac{21}{160} \times 100\% = 13.125\%$$

The researcher also made the pie chart of the above percentage of category shift to be easier to read as follow:

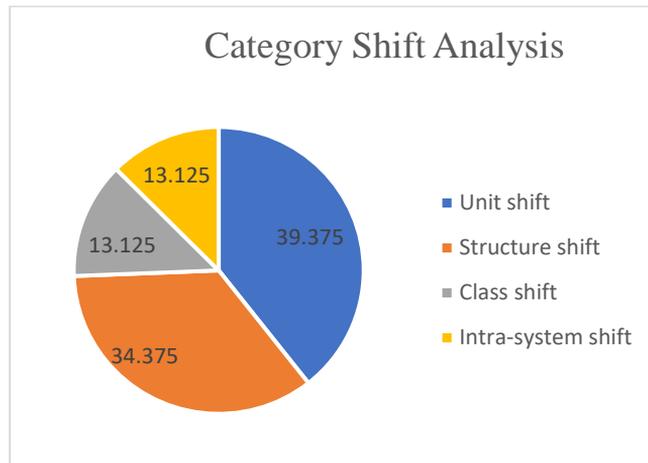


Figure 4.1 The percentage of each type of shift

From the chart above, it can be seen that unit shift occurred in the highest frequency. There were 63 cases or about 39.375% of total 160 cases. It happened due to the different unit of each word in English and Bahasa Indonesia. The unit shift can be seen in datum 10, 19, 27, 28, 29, 30, 33, 34, 35, 36, 37, 39, 41, 42, 44, 50, 52, 58a, 58b, 59a, 59b, 60, 71, 72, 75, 85, 87, 98, 105, 106a, 125, 149, 153, 158, 171, 181, 189, 190, 200, 244, 255, 259, 262, 265, 271, 277, 284, 297, 298, 300, 302, 304, 316, 335, 354, 355, 356, 365, 370, 380, 382, 392, 406b.

The data above were categorized as a unit shift because all of them reflected the unit shift from both source and target language. Before deciding these data be categorized as unit shift, the researcher did breakdown to these data grammatically. Then,

she compared the grammatical structure between the source text and the target text. The last, she decided on the kind of category shift of the data.

Structure shift placed at the second position. There were 55 cases or about 34.375% of total 160 cases. This happened because both English and Bahasa Indonesia have their own grammatical structure. The change of grammatical structure occurred at sentences, clauses, or phrases. The structure shift on Toy Story movie text can be seen in datum 2, 5a, 5b, 16, 17, 18, 20, 28b, 40a, 56, 63, 73, 93, 95, 96, 106b, 115, 130, 138, 141, 145, 146, 155, 175, 195, 197, 203, 223, 237, 242, 247, 252, 264, 267, 278, 279, 283, 319, 324, 328a, 328b, 329, 333, 345, 367, 390a, 395, 403, 406a, 407, 409, 412, 420a, 420b, 429.

The number of class shift case in the data is 21 or about 13.125% of the total 160 cases. Class shift occurred when the translation equivalent of SL item is a member of a different class from the original item. The cases of class shift in this analysis can be seen in datum 3b, 32, 76, 77, 80, 83, 136, 144, 160, 166, 191, 224, 225, 250, 253, 295, 357, 364, 396, 427, 428.

Intra-system shift was placed at the same frequency as the class shift. It is 21 cases or about 13.125% from 160 cases. Intra-system shift, here, mostly happened in the utterance which reflected the expression of quantity. The intra-system shift in this research can be seen in datum 3a, 6, 12, 21, 28c, 40b, 65, 66, 69, 94, 133, 143, 151, 152, 176, 177, 178, 194, 251, 390b, 399.

## **B. Discussion**

This sub-chapter purposed to present the discussion of the study. It contained a category shift analysis on the English-Bahasa Indonesia Toy Story 4 movie text. The analysis was done by deciding the syntactic and grammatical patterns of the SL and the language structure pattern of the TL. The data were classified into four types of category shifts. They were structure-shift, class-shift, unit-shift, and intra-system-shift.

The analysis was done by the qualitative research method. It used a literature study technique. There were two stages of doing the study. The first one was quoting. Before quoting Woody's utterances, the researcher organized the whole dialogue, both English and Indonesian versions. Later on, the researcher quoted Woody's utterances from both English and Indonesian movie script and classified them into four types of category shift. To ease the analysis process, the researcher made a code in the form of a number, the title of the movie, and the time stamp. For example, 10/TS4/00:02:37,867 --> 00:02:39,117. Number 10 was the number of the data, TS4 was the abbreviation of Toy Story 4, and 00:02:37,867 --> 00:02:39,117 was the time stamp when the utterance was being uttered.

The second one was analyzing Woody's utterances. After classifying the data in form of category shifts, the researcher analyzed them. Every possible element of Indonesian translation

of the movie script was compared to its corresponding original (English language) and carefully recorded in tables to decide the types of category shift. In analyzing the data, the researcher conducted some steps. Firstly, the researcher identified the grammar of the English version of the Toy Story 4 movie script. Then, the researcher compared them to the Indonesian version and identified the language structure aspect. After that, the researcher decided on the kind of category shift of each utterance.

All of the data in this research were analyzed with the theory of category shift proposed by J.C. Catford. The most frequently found in this data was the unit shift. As stated by Catford that unit shift is means changes of rank. It is a departure from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in TL. Unit shifts that were reflected in the data were mostly the change from a verb phrase into a verb. The word “look” will give a different meaning when it is paired with a different preposition. There are look after (merawat), look at (melihat/memperhatikan), look for (mencari), look forward (berharap), look, out (mengintai), etc. These phrasal verbs are translated into a single verb acting as a verb.

The second one was structure shift. According to Catford, structure shift occurs in phonological and graphological translation as well as in total translation. Structure shift can occur when there is a change in the grammatical structure or word

sequence in a particular sentence pattern. It can occur in all forms such as noun phrases, sentences, clauses, etc. The finding in this research was contrary to what Catford stated that structure shift was the most common shift used in the translation product. The structure shift in this research was at the second most frequently shift used. In this research, the structure shift was mostly found in a noun phrase. This is in line with what Catford stated that structure shift can occur in a noun phrase.

Class shift and intra-system shift were at the lowest frequently shift found in this research. According to Catford, the class shift occurs when the translation equivalent of an SL item is a member of a different class from the original item. In short, it is a change in word class. While the intra-system shift is a departure from formal correspondence in which (a term operating in) one system in the SL has as its translation equivalent (a term operating in) a different –non-corresponding— system in the TL. Class shifts in this research happened because it would be more understandable and readable when the word class was changed. For example, “she had the biggest smile” is translated into “dia tersenyum lebar”. When the translator translates this SL into “dia memiliki senyum yg paling besar” in TL, she/he does not change the word class but give unnatural meaning.

It was important to know that translation shift analysis was syntactic analysis. The analysis of this research was all about the grammatical structure of Woody’s utterances in English

Indonesian Toy Story 4 subtitles. Sometimes, learners seek the easiest way to learn a foreign language by comparing their mother tongue and the foreign language they study. This study about category shift translation was important in which learners can be easy in learning English structure by comparing it with the Indonesian structure. Choosing this movie to be analyzed was also a good choice. Because the dialogue of this movie was a daily conversation, so it was easy for the learner to study English from the easiest one.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

This chapter is about the conclusion and suggestion discussing the final result of the research and suggestion.

#### **A. Conclusion**

The finding and results of this research had been reported and discussed in chapter four. Here, the researcher presented the conclusion based on the statement of the problem of this research.

The result of this research showed that the unit shift was the most frequently found in the English and Bahasa Indonesia movie text of Toy Story 4 movie with 39.375% (63) from 160 total number of shifts. The structure shift was placed in the second position with 34.375% (55). Class shift and intra-system shift held at the same number with 13.125% (21). Translation made two languages stand in the same position. It caused the two languages to compare each other. Here, the translation shift was being a mediator bridge to unite these two different languages with different language systems. Although the translation shift made a different structure between the source text and target text, it could help the translation product becomes more natural to be read.

## **B. Suggestion**

After all chapters discussed above, the researcher would like to suggest that:

1. After doing this research, the researcher realized that translation was part of knowledge which was important to study. Regardless it would make money or not, seeking for every knowledge was obligatory for every Muslim,
2. In line with the vision and mission of the English Department of UIN Walisongo Semarang, studying translation was useful for preparing the students to be prospective translators. So, they were expected to be well-prepared and eligibly knowledgeable.
3. For the lecturers and teachers, the researcher hoped that this study was supposed to broaden their knowledge related to shift. So, they were able to give a perfectly comprehensive explanation in charge of educating and preparing students to be professional translators.
4. For the readers, the researcher suggested them to continue this subject to be studied. They could choose the other object to study. The researcher also suggested to them to do a further discussion about translation and use this subject material to translate many more books in a foreign language to Indonesia and the contrary. Although translation was not part of language skills, its existence was very important in the language world.

Eventually, the researcher realized that this final project was far from being perfect. The researcher hoped advice and constructive critics from all readers to make this writing better. Hopefully, this final project would be useful for us. Ameen.



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*Appendix 1 Woody's Utterances in Source and Target Language*

1. 1/TS4/00:01:16,160 --> 00:01:17,577 No. Tidak!
2. 2/TS4/00:01:20,331 --> 00:01:21,99 Woody: Jessie. Buzz. Slink. Molly's room. Jessie. Buzz. Slink. Ke kamar Molly
3. 3/TS4/00:01:22,166 --> 00:01:24,292 Woody: The rest of you, stay put. Sisanya tetap di sini!
4. 4/TS4/00:01:44,647 --> 00:01:45,647 (GRUNTS) Woody: Bo!
5. 5/TS4/00:01:47,650 --> 00:01:48,984 Woody: Lost toy. Side yard. Mainan hilang, halaman samping.
6. 6/TS4/00:01:52,863 --> 00:01:54,447 Woody: They have names? You never told me that. Mereka punya nama? Kau tak pernah bilang.
7. 7/TS4/00:01:59,120 --> 00:02:00,161 WOODY: There! Di sana!
8. 8/TS4/00:02:01,414 --> 00:02:02,747 Woody & Bo Peep: Operation Pull-Toy! Operasi menarik mainan!
9. 9/TS4/00:02:02,915 --> 00:02:04,374 Woody: Slink!
10. 10/TS4/00:02:37,867 --> 00:02:39,117 Woody: Hang on, R.C.! Bertahanlah, R.C.!
11. 11/TS4/00:04:00,074 --> 00:04:01,116 Woody: Quick! Cepatlah!
12. 12/TS4/00:04:01,200 --> 00:04:02,867 Woody: We'll sneak in the hedges before he's back. Kita menyelinap di semak sebelum dia kembali.
13. 13/TS4/00:04:05,037 --> 00:04:07,122 Woody: What? No! No, no, no. You can't go! Apa? Tidak, tidak, tidak! Kau tak boleh pergi!
14. 14/TS4/00:04:07,206 --> 00:04:08,331 Woody: What's best for Andy is that... Yang terbaik bagi Andy adalah...
15. 15/TS4/00:04:12,253 --> 00:04:13,670 (STAMMERS) Woody: What? Apa?
16. 16/TS4/00:04:38,112 --> 00:04:41,114 Woody: And that box gets taken away. Dan kotak itu di bawa pergi.
17. 17/TS4/00:07:47,760 --> 00:07:49,093 Woody: Keep it to a dull roar, Rex. Jangan berteriak, Rex.

18. 18/TS4/00:07:49,261 --> 00:07:50,887 Woody: Deep breaths, Jessie. Deep breaths. Tarik nafas yang dalam, Jessie. Tarik nafas yang dalam.
19. 19/TS4/00:07:50,971 --> 00:07:52,388 Woody: Settle down, Slink Tenanglah, Slink.
20. 20/TS4/00:07:52,473 --> 00:07:53,681 Woody: Sit. Good boy! Duduklah, anjing pintar!
21. 21/TS4/00:07:55,017 --> 00:07:56,851 Woody: No, no. My guys are veterans. They'll hang in there. Tidak. Teman - temanku sudah ahli. Mereka bisa bertahan.
22. 22/TS4/00:07:59,188 --> 00:08:00,188 Woody: Yes, ma'am. Ya, Bu.
23. 23/TS4/00:08:05,486 --> 00:08:07,779 Woody: Uh, good, good. Yeah, good. Baik, baik. Ya, baik.
24. 24/TS4/00:08:07,946 --> 00:08:09,030 Woody: I'm good. Aku baik saja.
25. 25/TS4/00:08:14,953 --> 00:08:16,329 Woody: You hear that? Kau dengar itu?
26. 26/TS4/00:08:16,413 --> 00:08:17,580 Woody: Any minute now. Sebentar Lagi.
27. 27/TS4/00:08:17,664 --> 00:08:18,748 Woody: Wind 'em if you got 'em. Bersemangatlah!
28. 28/TS4/00:08:18,832 --> 00:08:20,792 Woody: Keep your batteries clean, your joints unlocked... Bersihkan bateraimu, supaya kabel kalian tak terlihat...
29. 29/TS4/00:08:22,044 --> 00:08:24,295 Woody: Yes, I'm sorry. You're right, you're right. Ya, maaf. Kau benar, kau benar.
30. 30/TS4/00:09:09,591 --> 00:09:10,967 Woody: I don't know. I don't keep count. Entahlah, aku tak menghitungnya.
31. 31/TS4/00:09:12,928 --> 00:09:14,720 Woody: Okay, okay, okay, I get it. Baik, baik, aku paham.
32. 32/TS4/00:09:14,888 --> 00:09:15,888 Woody: It's been a while. Itu sudah lama.
33. 33/TS4/00:10:03,896 --> 00:10:05,897 Woody: Oh, come on, I'm fine. No problem. Oh, ayolah, aku baik saja. Tak masalah.
34. 34/TS4/00:10:07,232 --> 00:10:08,316 Woody: Oh, thanks, Jessie. Oh, terima kasih Jessie.

35. 35/TS4/00:10:16,783 --> 00:10:17,783 Woody: Excuse me, Dolly? Permissi, Dolly?
36. 36/TS4/00:10:20,412 --> 00:10:21,412 Woody: Yeah, I know, I know. It's just... Ya, aku tahu, aku tahu, tapi...
37. 37/TS4/00:10:21,496 --> 00:10:22,663 Woody: I'm worried about Bonnie. Aku mengkhawatirkan Bonnie.
38. 38/TS4/00:10:22,748 --> 00:10:24,540 Woody: A toy should go with her to orientation. Satu mainan harus ikut ke masa perkenalannya.
39. 39/TS4/00:10:26,835 --> 00:10:28,502 Woody: Yeah, but kindergarten is so different. Ya, tapi TK itu berbeda.
40. 40/TS4/00:10:28,670 --> 00:10:30,213 Woody: It can be too much for a kid. Anak kecil bisa kewalahan.
41. 41/TS4/00:10:30,297 --> 00:10:32,632 Woody: Having a buddy with them to get through it can really help things. Dia bisa terbantu jika punya teman bersamanya.
42. 42/TS4/00:10:32,716 --> 00:10:34,342 Woody: I remember with Andy. I would go to school with him... Aku ingat saat bersama Andy, aku pergi ke sekolah bersamanya...
43. 43/TS4/00:10:38,222 --> 00:10:39,680 Woody: No, no, no, of course, I get that. Tidak, tidak, tentu, aku paham.
44. 44/TS4/00:10:39,765 --> 00:10:40,973 Woody: But if you would just... Tapi jika kau bisa....
45. 45/TS4/00:14:49,055 --> 00:14:52,057 WOODY  
And they said I shouldn't go to school with Bonnie  
Dan mereka bilang aku tak boleh Ikut ke Sekolah bersama Bonnie.
46. 46/TS4/00:14:52,684 --> 00:14:55,060 WOODY: We got this kindergarten thing under control, eh? Kita sudah mengatasi masalah di TK.
47. 47/TS4/00:14:55,520 --> 00:14:58,063 WOODY: I can't believe I'm talking to a spork. Aku tak percaya bicara ke Senpu (Sendok-Garpu).
48. 48/TS4/00:15:09,576 --> 00:15:10,826 WOODY: Ow.
49. 49/TS4/00:15:16,208 --> 00:15:17,541 WOODY: No, no, no, guys, listen... Tidak, dengar...
50. 50/TS4/00:15:18,710 --> 00:15:19,835 WOODY: No, of course not! Tentu tidak!

51. 51/TS4/00:15:25,467 --> 00:15:26,467 WOODY: No, no, no, guys, listen. Tidak, tidak, dengar.
52. 52/TS4/00:15:26,635 --> 00:15:28,177 WOODY: Bonnie had a great day in class... Bonnie bersenang - senang di kelas...
53. 53/TS4/00:15:28,345 --> 00:15:29,553 WOODY: and we're going on a road trip. Dan kita ikut wisata perjalanan.
54. 54/TS4/00:15:32,432 --> 00:15:34,058 WOODY: But then something really weird happened. Tapi ada hal aneh terjadi.
55. 55/TS4/00:15:34,226 --> 00:15:35,809 WOODY: Bonnie made a friend in class. Bonnie membuat satu teman di kelas.
56. 56/TS4/00:15:38,230 --> 00:15:41,148 WOODY: No, no. She literally made a new friend. Tidak, secara harafiah dia membuat satu teman baru.
57. 57/TS4/00:15:41,524 --> 00:15:43,192 WOODY: Hey, it's okay. Hei, tak apa.
58. 58/TS4/00:15:43,360 --> 00:15:45,402 WOODY: Come on out. That's it. Keluarlah. Bagus.
59. 59/TS4/00:15:45,487 --> 00:15:47,363 WOODY: Come on, there you go. Ayo, bagus.
60. 60/TS4/00:15:49,741 --> 00:15:51,575 WOODY: Come on, let's get you out of there. Ayo, mari keluar dari sana.
61. 61/TS4/00:15:51,743 --> 00:15:53,118 WOODY: You got this. Kau bisa.
62. 62/TS4/00:15:53,203 --> 00:15:55,037 WOODY: Good. Good. Bagus, bagus.
63. 63/TS4/00:15:55,205 --> 00:15:58,290 WOODY: Everyone, I want you to meet Forky. Semuanya, perkenalkan Forky.
64. 64/TS4/00:16:02,545 --> 00:16:04,129 WOODY: (CHUCKLES) No. Tidak.
65. 65/TS4/00:16:04,297 --> 00:16:06,173 WOODY: No, toys. Tidak, mainan.
66. 66/TS4/00:16:06,341 --> 00:16:08,259 WOODY: They're all toys. Mereka semua mainan.
67. 67/TS4/00:16:10,136 --> 00:16:11,512 WOODY: No, no, no. Tidak, tidak, tidak.
68. 68/TS4/00:16:11,680 --> 00:16:13,639 WOODY: That's the trash. Itu baru sampah.

69. 69/TS4/00:16:13,807 --> 00:16:14,974 WOODY: These are your friends. Mereka semua temanmu.
70. 70/TS4/00:16:18,144 --> 00:16:19,520 (SHUSHING)  
WOODY: No, no, it's okay. Tidak, tidak, tak apa.
71. 71/TS4/00:16:27,112 --> 00:16:28,279 WOODY: Because he was made from trash. Karena dia dibuat dari sampah.
72. 72/TS4/00:16:29,447 --> 00:16:32,157 WOODY: Look, I know this is a little strange, but you gotta trust me on this. Dengar, aku tahu ini aneh, tapi kalian harus mempercayai aku.
73. 73/TS4/00:16:33,326 --> 00:16:36,996 WOODY: Forky is the most important toy to Bonnie right now. Forky adalah mainan paling penting bagi Bonnie sekarang.
74. 74/TS4/00:16:39,499 --> 00:16:45,838 WOODY: Yes. Yeah, I know, but this spork, this toy is crucial to Bonnie getting adjusted to kindergarten. Oh. Ya, ya, aku tahu, tapi Senpu ini, mainan ini sangat penting bagi Bonnie supaya dia terbiasa di TK.
75. 75/TS4/00:16:48,300 --> 00:16:49,758 WOODY: I know this is new to everybody. Aku tahu ini baru bagi kalian semua.
76. 76/TS4/00:16:49,843 --> 00:16:52,594 WOODY: But you should see how much this little guy means to Bonnie. Tapi kalian harus lihat pentingnya Si kecil ini bagi Bonnie.
77. 77/TS4/00:16:52,762 --> 00:16:57,474 WOODY: When she started playing with him, she had the biggest smile on her face. Saat Bonnie mulai bermain dengannya dia tersenyum lebar di wajahnya.
78. 78/TS4/00:16:57,642 --> 00:16:58,809 WOODY: I wish you could have seen it. I wish you could have seen it.
79. 79/TS4/00:16:58,977 --> 00:17:00,019 WOODY: Bonnie was really upset. Bonnie sangat kesal
80. 80/TS4/00:17:00,186 --> 00:17:03,480 WOODY: And I swear, once she made Forky, it was a complete transformation. Dan sumpah, begitu dia membuat Forky dia berubah total.
81. 81/TS4/00:17:03,648 --> 00:17:05,733 WOODY: Just a second, Jessie. Tunggu sebentar, Jessie.
82. 82/TS4/00:17:05,900 --> 00:17:09,445 WOODY: So, we all have to make sure nothing happens to him. Kita semua harus memastikan sesuatu tak menimpanya

83. 83/TS4/00:17:12,866 --> 00:17:14,366 WOODY: Oh, Chutes and Ladders! Oh, astaga!
84. 84/TS4/00:17:15,618 --> 00:17:16,702 WOODY: No, no, no! Tidak, tidak!
85. 85/TS4/00:17:16,786 --> 00:17:18,078 WOODY: You're a toy now, Forky! Come on! Sekarang kau mainan, Forky! Ayolah!
86. 86/TS4/00:17:18,163 --> 00:17:19,246 WOODY: Stop! Stop it! Hentikan! Hentikan!
87. 87/TS4/00:17:19,331 --> 00:17:20,789 WOODY: Hey! No, no, no! Come on! Hei! Tidak, tidak, ayolah!
88. 88/TS4/00:17:22,125 --> 00:17:25,753 WOODY: Well, I guess I'll just babysit him till he's used to the room. Kurasa harus kujaga dia, Sampai dia terbiasa di ruangan ini.
89. 89/TS4/00:17:56,326 --> 00:17:58,869 (WHISPERS) WOODY: Like I said before, Bonnie's not scary. Seperti kataku, Bonnie tak menakutkan.
90. 90/TS4/00:17:59,037 --> 00:18:00,788 WOODY: She loves you and you need to... Dia menyayangimu dan kau harus...
91. 91/TS4/00:18:00,872 --> 00:18:02,122 WOODY: Ooh.
92. 92/TS4/00:18:18,598 --> 00:18:19,973 WOODY: Forky? Forky?
93. 93/TS4/00:18:53,216 --> 00:18:55,717 WOODY: No. No, no. I got it, I got it. (INHALES DEEPLY) Tidak, tidak, biar aku saja.
94. 94/TS4/00:18:56,177 --> 00:18:57,970 WOODY: We'll just be stuck in an RV. Kita semua harus menyelinap masuk mobil.
95. 95/TS4/00:18:58,138 --> 00:18:59,805 WOODY: He can't get far. I got this. Dia tak bisa pergi jauh. Biar kutangani.
96. 96/TS4/00:18:59,889 --> 00:19:00,889 WOODY: I got it. Biar kutangani.
97. 97/TS4/00:21:01,261 --> 00:21:02,511 WOODY: Hey, Buzz. Hei, Buzz.
98. 98/TS4/00:21:04,389 --> 00:21:05,389 WOODY: I don't know, Buzz. Entahlah, Buzz.
99. 99/TS4/00:21:06,391 --> 00:21:08,767 WOODY: I know you weren't around when Andy was little... Aku tahu kau tak ada saat Andy masih kecil.
100. 100/TS4/00:21:08,935 --> 00:21:11,562 WOODY: But I don't remember it being this hard. Tapi aku tak ingat sesulit ini.

101. 101/TS4/00:21:16,109 --> 00:21:17,901 WOODY: No, no. I need to do this. Tidak, tidak, aku harus melakukan ini.
102. 102/TS4/00:21:18,069 --> 00:21:21,446 WOODY: That little voice inside me would never leave me alone if I gave up. Suara batinku akan selalu menggangguku jika aku menyerah.
103. 103/TS4/00:21:25,660 --> 00:21:26,702 WOODY: Who? Siapa?
104. 104/TS4/00:21:30,290 --> 00:21:31,331 WOODY: Uh...
105. 105/TS4/00:21:31,624 --> 00:21:32,666 WOODY: Me. Suara diriku.
106. 106/TS4/00:21:32,834 --> 00:21:34,126 WOODY: You know, my conscience? Kau tahu, alam bawah sadarku.
107. 107/TS4/00:21:36,671 --> 00:21:39,172 WOODY: That part of you that tells you things? Itu bagian dirimu yang terus memberitahumu?
108. 108/TS4/00:21:39,340 --> 00:21:40,465 WOODY: What you're really thinking? Apa yang kau pikirkan?
109. 109/TS4/00:21:46,306 --> 00:21:47,306 WOODY: What? Apa?
110. 110/TS4/00:21:58,776 --> 00:21:59,943 WOODY: Oh, no! Forky! Oh, tidak! Forky!
111. 111/TS4/00:22:00,945 --> 00:22:01,987 WOODY: Forky!
112. 112/TS4/00:22:04,949 --> 00:22:05,949 (WHISPERING) WOODY: Be quiet! Tenanglah!
113. 113/TS4/00:22:15,084 --> 00:22:16,668 WOODY: Hamm, how far to our next stop? Hamm, berapa jauh pemberhentian kita selanjutnya?
114. 114/TS4/00:22:18,630 --> 00:22:19,671 WOODY: I can make that. Aku pasti berhasil.
115. 115/TS4/00:22:19,839 --> 00:22:21,089 WOODY: I'll meet you at the RV park. Kutemui kalian di taman mobil.
116. 116/TS4/00:22:41,527 --> 00:22:42,861 WOODY: Forky! Forky!
117. 117/TS4/00:22:44,113 --> 00:22:46,490 WOODY: Forky, where are you? Forky, di mana kau?
118. 118/TS4/00:22:46,658 --> 00:22:48,075 WOODY: Forky! Forky!

119. 119/TS4/00:22:48,242 --> 00:22:49,618 WOODY: Forky, where are you? Forky, di mana kau?
120. 120/TS4/00:23:07,762 --> 00:23:09,471 WOODY: No. Tidak.
121. 121/TS4/00:23:12,058 --> 00:23:14,726 WOODY: Because you have Bonnie's name written on the bottom of your sticks. Karena ada nama Bonnie tertulis di bawah stikmu.
122. 122/TS4/00:23:17,772 --> 00:23:19,022 WOODY: Because she... (SIGHS) Karena dia...
123. 123/TS4/00:23:20,733 --> 00:23:24,361 WOODY: Look, she plays with you all the time, right? Dengar, dia bermain bersamamu sepanjang waktu 'kan?
124. 124/TS4/00:23:25,905 --> 00:23:27,739 WOODY: And who does she sleep with every night? Dan dia tidur bersama siapa sepanjang malam?
125. 125/TS4/00:23:29,325 --> 00:23:30,617 WOODY: No, not her pillow. Tidak, itu bantalnya.
126. 126/TS4/00:23:30,785 --> 00:23:32,035 WOODY: You. Kau.
127. 127/TS6/00:23:32,120 --> 00:23:33,995 WOODY: All right, Forky. Baiklah, Forky.
128. 128/TS4/00:23:34,163 --> 00:23:37,666 WOODY: You have to understand how lucky you are right now. Kau harus paham betapa beruntungnya dirimu sekarang.
129. 129/TS4/00:23:37,834 --> 00:23:39,000 WOODY: You're Bonnie's toy. Kau mainannya Bonnie.
130. 130/TS4/00:23:39,168 --> 00:23:43,588 WOODY: You are going to help create happy memories that will last for the rest of her life. Kau akan membantunya membuat ingatan bahagia yang terus bertahan seumur hidupnya.
131. 131/TS4/00:23:47,552 --> 00:23:50,220 (GRUNTS) WOODY: Okay. Doing it for Bonnie. Baik, lakukan demi Bonnie.
132. 132/TS4/00:23:50,388 --> 00:23:52,389 WOODY: Doing this for Bonnie, you're doing it for Bonnie. Lakukan demi Bonnie, Kau melakukannya demi Bonnie.
133. 133/TS4/00:23:52,557 --> 00:23:55,726 WOODY: Okay, like it or not, you are a toy. Baik, suka atau tidak, Kau itu mainan.

134. 134/TS4/00:23:55,893 --> 00:23:58,687 WOODY: Maybe you don't like being one, but you are one nonetheless. Mungkin kau tak menyukainya, Tapi itulah dirimu sekarang.
135. 135/00:23:58,771 --> 00:24:01,231 WOODY: Which means you are going to be there for Andy when he... Artinya, kau harus ada untuk Andy saat dia...
136. 136/TS4/00:24:03,484 --> 00:24:04,526 WOODY: I mean, Bonnie. Maksudku, Bonnie.
137. 137/TS4/00:24:04,694 --> 00:24:06,278 WOODY: You have to be there for Bonnie. Kau harus ada untuk Bonnie.
138. 138/TS4/00:24:06,446 --> 00:24:08,113 WOODY: That is your job. Itu tugasmu.
139. 139/TS4/00:24:09,741 --> 00:24:11,908 WOODY: Well, right now, it's to make sure you do yours. Saat ini, aku harus memastikan kau melakukan tugasmu.
140. 140/TS4/00:24:12,076 --> 00:24:13,660 WOODY: No! Tidak!
141. 141/TS4/00:24:22,795 --> 00:24:24,629 WOODY: Andy was my other kid. Andy itu anak-ku yang lain.
142. 142/TS4/00:24:27,175 --> 00:24:28,175 WOODY: Yeah, yeah. Ya, ya.
143. 143/TS4/00:24:28,342 --> 00:24:29,885 WOODY: For a long time. Dalam waktu lama.
144. 144/TS4/00:24:31,387 --> 00:24:33,096 WOODY: And it was pretty great. Dan itu menyenangkan.
145. 145/TS4/00:24:34,056 --> 00:24:36,141 WOODY: I was a favorite toy, actually. Sebenarnya aku mainan kesukaannya.
146. 146/TS4/00:24:37,393 --> 00:24:39,478 WOODY: Running the room was my job. Berlarian di kamar sudah jadi tugasku.
147. 147/TS4/00:24:39,645 --> 00:24:41,021 WOODY: Keeping all the toys in place... Membuat semua mainan di tempatnya...
148. 148/TS4/00:24:45,860 --> 00:24:46,860 WOODY: Right! Benar!
149. 149/TS4/00:24:46,944 --> 00:24:48,570 WOODY: That's exactly what I thought when he first showed up. Itu yang kupikirkan saat pertama kali dia muncul.
150. 150/TS4/00:24:51,032 --> 00:24:53,200 WOODY: Thank you! Terima kasih!

151. 151/TS4/00:24:53,367 --> 00:24:56,995 WOODY: Well, then you watch 'em grow up and become a full person. Yah, lalu kau melihatnya tumbuh besar dan jadi orang dewasa.
152. 152/TS4/00:24:58,956 --> 00:25:00,540 WOODY: And then they leave. Lalu dia pergi.
153. 153/TS4/00:25:00,708 --> 00:25:02,959 WOODY: They go off and do things you'll never see. Dia pergi dan melakukan hal yang tak bisa kau lihat.
154. 154/TS4/00:25:05,254 --> 00:25:07,964 WOODY: Don't get me wrong, you still feel good about it. Jangan salah sangka, kau masih merasa bangga.
155. 155/TS4/00:25:08,132 --> 00:25:14,054 WOODY: But then somehow you find yourself, after all those years, sitting in a closet just feeling... Lalu, kau mendapati dirimu, setelah bertahun - tahun ini, disimpan di lemari dan merasa...
156. 156/TS4/00:25:17,183 --> 00:25:18,266 WOODY: Yeah. Ya.
157. 157/TS4/00:25:20,853 --> 00:25:22,521 WOODY: Exactly. Tepat.
158. 158/TS4/00:25:24,357 --> 00:25:25,357 WOODY: You do? Sungguh?
159. 159/TS4/00:25:28,277 --> 00:25:29,861 WOODY: What is it with you and trash? Ada apa denganmu dan sampah?
160. 160/TS4/00:25:30,029 --> 00:25:31,446 WOODY: Ew. Jijik.
161. 161/TS4/00:25:31,614 --> 00:25:32,864 WOODY: I guess. Kurasa.
162. 162/TS4/00:25:37,954 --> 00:25:39,746 WOODY: Forky, that's it. Forky, itu dia.
163. 163/TS4/00:25:39,914 --> 00:25:42,624 WOODY: That's how Bonnie feels when she's with you. Itu yang Bonnie rasakan saat dia bersamamu.
164. 164/TS4/00:25:42,792 --> 00:25:44,376 WOODY: Yes! Ya!
165. 165/TS4/00:25:49,173 --> 00:25:51,007 WOODY: Yep. Yap.
166. 166/TS4/00:25:51,175 --> 00:25:52,259 WOODY: Uh-huh. Benar.
167. 167/TS4/00:25:53,886 --> 00:25:55,136 WOODY: Well, that too. Yes. Itu juga, ya.
168. 168/TS4/00:25:58,224 --> 00:25:59,266 WOODY: Yes! Wait, what? Ya! Tunggu, apa?

169. 169/TS4/00:26:00,726 --> 00:26:01,726 WOODY: No, no, no, not exactly. Tidak, tidak, tak benar.
170. 170/TS4/00:26:04,564 --> 00:26:06,439 WOODY: Yeah... Whoa, whoa. Ya...,... Whoa, whoa.
171. 171/TS4/00:26:06,774 --> 00:26:07,816 WOODY: Forky, slow down! Forky! Forky, pelanlah! Forky!
172. 172/TS4/00:26:09,402 --> 00:26:10,402 WOODY: Forky! Forky!
173. 173/TS4/00:26:33,843 --> 00:26:36,177 WOODY: Forky, look. Bonnie's right over there. Forky, lihat. Bonnie ada di sebelah sana.
174. 174/TS4/00:27:05,416 --> 00:27:06,458 WOODY: Bo? Bo?
175. 175/TS4/00:27:23,643 --> 00:27:25,935 WOODY: I know, I know. But my friend might be in there. Aku tahu, aku tahu. Tapi temanku mungkin ada di sana.
176. 176/TS4/00:27:27,355 --> 00:27:28,855 WOODY: Oh, a friend, uh... Oh, teman...
177. 177/TS4/00:27:29,023 --> 00:27:30,523 WOODY: Well, a friend is... Yah, teman itu...
178. 178/TS4/00:27:30,691 --> 00:27:32,067 WOODY: Well, a friend is like you and me. Yah, teman itu seperti kau dan aku.
179. TS4/00:27:32,234 --> 00:27:34,235 WOODY: Trash, like... Yes. Sampah, seperti... Ya!
180. 180/TS4/00:27:34,403 --> 00:27:35,862 WOODY: And I'm very worried that she might be lost. Aku khawatir mungkin dia tersesat.
181. 181/TS4/00:27:38,366 --> 00:27:40,367 WOODY: Yeah, we'll have you back before she wakes up. Come on. Ya, kita harus kembali sebelum dia bangun. Ayo.
182. 182/TS4/00:27:50,419 --> 00:27:51,503 WOODY: Bo?
183. 183/TS4/00:27:54,423 --> 00:27:56,633 WOODY & FORKY: Bo?
184. 184/TS4/00:27:58,386 --> 00:28:00,303 WOODY: Bo?
185. 185/TS4/00:28:01,138 --> 00:28:02,138 WOODY: Bo?
186. 186/TS4/00:28:07,311 --> 00:28:08,978 WOODY: Bo?
187. 187/TS4/00:28:15,528 --> 00:28:16,986 WOODY: Yeah, okay. Ya, baik.

188. 188/TS4/00:28:17,154 --> 00:28:18,488 WOODY: She's not in here. Dia tak di sini.
189. 189/TS4/00:28:18,656 --> 00:28:19,823 WOODY: Come on, let's go. Ayo, mari pergi.
190. 190/TS4/00:28:37,091 --> 00:28:39,384 WOODY: Uh... (CHUCKLES NERVOUSLY) Hey, howdy. Hei, apa kabar?
191. 191/TS4/00:28:39,552 --> 00:28:40,635 WOODY: Hey there. Hei, kau.
192. 192/00:28:40,803 --> 00:28:42,137 WOODY: Uh, sorry to bother you, but... Maaf mengganggumu, tapi...
193. 193/TS4/00:28:54,608 --> 00:28:56,609 WOODY: Oh, uh, Woody. Pleasure to meet you. Oh, uh, Woody. Senang bertemu denganmu.
194. 194/TS4/00:28:59,739 --> 00:29:00,739 WOODY: This is Forky. Dia Forky.
195. 195/TS4/00:29:02,116 --> 00:29:03,908 (STAMMERS) WOODY: Our kid made him. Anak kami yang membuatnya.
196. 196/TS4/00:29:07,496 --> 00:29:09,414 WOODY: Lost? (CHUCKLES) No, no. Tersesat? Tidak, tidak.
197. 197/TS4/00:29:09,582 --> 00:29:12,292 WOODY: But we are looking for a lost toy. Tapi kami mencari satu mainan yang tersesat.
198. 198/TS4/00:29:12,460 --> 00:29:15,003 WOODY: She's a figurine. Used to be on that lamp in the window? Dia itu figurin. Biasanya di lampu jendela itu.
199. 199/TS4/00:29:15,171 --> 00:29:16,171 WOODY: Name's Bo Peep? Namanya Bo Peep?
200. 200/TS4/00:29:17,465 --> 00:29:19,674 WOODY: You do? Sungguh?
201. 201/TS4/00:29:21,218 --> 00:29:22,844 WOODY: Oh, you don't have to do that. Oh, kau tak perlu melakukan itu.
202. 202/TS4/00:29:23,012 --> 00:29:24,220 WOODY: Well, okay. Ya, Baiklah.
203. 203/TS4/00:29:38,027 --> 00:29:40,069 WOODY: Uh... (CLEARs THROAT) Thank you for your help. Terima kasih atas bantuanmu.
204. 204/TS4/00:29:40,154 --> 00:29:41,154 WOODY: I haven't seen Bo in years. Aku sudah bertahun - tahun tak bertemu Bo.

205. 205/TS4/00:29:43,240 --> 00:29:44,574 WOODY: Me? Uh...  
Aku?
206. 206/TS4/00:29:44,742 --> 00:29:46,451 WOODY: I'm not  
sure. Late '50s? Aku tak yakin. Sekitar tahun 50'an?
207. 207/TS4/00:29:53,793 --> 00:29:56,836 WOODY: Well, I try  
to stay active. Yah, aku berusaha tetap aktif.
208. 208/TS4/00:30:01,926 --> 00:30:04,427 WOODY: Oh, that's  
really not necessary. Oh, itu sangat tak diperlukan.
209. 209/TS4/00:30:19,985 --> 00:30:20,985 WOODY: Hey! Hei!
210. 210/TS4/00:30:26,283 --> 00:30:28,493 (STAMMERS)  
WOODY: No, thanks, mine's sewn inside. Tidak, terima  
kasih, punyaku di jahit di dalam.
211. 211/TS4/00:30:28,661 --> 00:30:30,161 WOODY: Is Bo  
around here? Because we need... Apa Bo di sini? Karena kita  
perlu...
212. 212/TS4/00:30:37,419 --> 00:30:39,170 WOODY: Oh, no.  
We can't stay. Oh, tidak, kami tak boleh tinggal.
213. 213/TS4/00:30:51,934 --> 00:30:53,142 WOODY: We gotta  
go. Kami harus pergi.
214. 214/TS4/00:31:27,136 --> 00:31:29,012 WOODY: Forky?  
We got to get out of... Forky? Kita harus pergi dari...
215. 215/TS4/00:34:48,295 --> 00:34:50,922 WOODY: Okay.  
Antique store, antique store... Baik, toko barang antik. Toko  
barang antik...
216. 216/TS4/00:34:51,089 --> 00:34:52,089 WOODY: Oh, that  
way! Oh, sebelah sana!
217. 217/TS4/00:35:12,820 --> 00:35:15,071 WOODY: Whoa,  
whoa.
218. 218/TS4/00:36:07,833 --> 00:36:09,125 WOODY: Bo?
219. 219/TS4/00:36:19,595 --> 00:36:20,595 WOODY: Bo!
220. 220/TS4/00:36:22,222 --> 00:36:23,598 WOODY: Bo Peep!
221. 221/TS4/00:36:29,897 --> 00:36:31,522 WOODY: Which one  
is yours? Yang mana anakmu?
222. 222/TS4/00:36:31,607 --> 00:36:32,732 WOODY: No one.  
Tak satupun.
223. 223/TS4/00:36:32,816 --> 00:36:34,942 WOODY: Wait,  
you're a lost toy? Tunggu, kau mainan yang hilang?

224. 224/TS4/00:36:35,110 --> 00:36:36,319 WOODY: That's awful. Itu mengerikan.
225. 225/TS4/00:36:36,778 --> 00:36:41,991 WOODY: I mean, awfully great that you are lost out here. Maksudku, sangat mengerikan kalau kau tersesat di luar sini.
226. 226/TS4/00:36:42,159 --> 00:36:44,160 (GASPS) WOODY: Skunk, skunk, skunk! Sigung, sigung, sigung!
227. 227/TS4/00:36:45,329 --> 00:36:47,288 (YELPS) WOODY: Huh?
228. 228/TS4/00:36:54,254 --> 00:36:55,421 WOODY: Oh, hey, guys! Oh, hei, semuanya!
229. 229/TS4/00:36:55,589 --> 00:36:56,797 (LAUGHS) WOODY: Whoa! Hold on there! Tunggu sebentar!
230. 230/TS4/00:36:56,965 --> 00:36:58,758 WOODY: Okay! I missed you, too. Baik! Aku rindu kalian juga.
231. 231/TS4/00:36:58,926 --> 00:37:01,844 WOODY: If it isn't Bobby? Gus? Kau Bobby 'kan? Gus?
232. 232/TS4/00:37:01,929 --> 00:37:02,970 WOODY: Uh...
233. 233/TS4/00:37:03,055 --> 00:37:04,138 WOODY: Lefty? Lefty?
234. 234/TS4.00:37:05,599 --> 00:37:07,266 WOODY: Right! Right! Right! Sorry, guys. Benar, benar, benar. Maaf.
235. 235/TS4/00:37:07,434 --> 00:37:09,101 WOODY: Girls! Of course! Gadis! Tentu saja.
236. 236TS4/00:37:14,816 --> 00:37:16,776 WOODY: Repairs? No, I'm fine. Diperbaiki? Tidak, aku baik saja.
237. 237/TS4/00:37:19,029 --> 00:37:20,196 WOODY: Where did you get all this stuff? Dari mana kalian dapat semua benda ini?
238. 238/TS4/00:37:26,036 --> 00:37:27,495 WOODY: How long have you been out on your own? Berapa lama kau sendirian?
239. 239/TS4/00:37:29,539 --> 00:37:30,539 WOODY: Seven? Tujuh?
240. 240/TS4/00:38:00,904 --> 00:38:01,904 WOODY: Oh, hi, Giggle. Oh, hai, Gigggle.
241. 241/TS4/00:38:29,725 --> 00:38:31,308 WOODY: Uh, no, I can't, sir. Tidak, aku tak bisa, pak.

242. 242/TS4/00:38:31,476 --> 00:38:33,144 WOODY: Bo, I need to get back to my kid. Bo, aku harus kembali ke anak-ku.
243. 243/TS4/00:38:34,938 --> 00:38:36,022 WOODY: Yeah. Ya.
244. 244/TS4/00:38:49,745 --> 00:38:51,662 WOODY: No, no, no. He went off to college. Tidak, tidak, dia pergi kuliah.
245. 245/TS4/00:38:51,830 --> 00:38:53,622 WOODY: But he gave us to Bonnie. Dia menyerahkan kami ke Bonnie.
246. 246/TS4/00:38:55,792 --> 00:38:57,209 WOODY: Yeah, yeah. It's why I'm out here. Ya, ya. Itu sebabnya aku di luar sini.
247. 247/TS4/00:38:57,377 --> 00:38:59,920 WOODY: Her other toy is trapped in this antique store, and I have to... Mainannya yang lain terjebak di Toko barang antik dan aku harus...
248. 248/TS4/00:39:03,341 --> 00:39:04,759 WOODY: That's great. That is great! Itu bagus. Sangat bagus!
249. 249/TS4/00:39:04,843 --> 00:39:07,762 WOODY: If you know the store, you could really help me find him. Jika kau tahu toko itu, kau bisa membantuku menemukannya.
250. 250/TS4/00:39:10,640 --> 00:39:12,099 WOODY: Oh, Bo, that's awful. Oh, Bo, itu mengerikan.
251. 251/TS4/00:39:12,267 --> 00:39:13,350 WOODY: But I don't have a choice. Tapi aku tak punya pilihan.
252. 252/TS4/00:39:13,435 --> 00:39:15,144 WOODY: I have to get that toy from Gabby. Aku harus merebut mainan itu dari Gabby.
253. 253/TS4/00:39:19,483 --> 00:39:21,525 WOODY: But Bonnie needs him to get through kindergarten. Tapi Bonnie perlu mainannya kembali bersamanya di TK.
254. 254/TS4/00:39:24,071 --> 00:39:25,571 WOODY: No, no... Tidak, tidak...
255. 255/TS4/00:39:25,739 --> 00:39:29,283 WOODY: You see, Bonnie needs him just like Molly needed you. Kau dengar, Bonnie membutuhkan dia Seperti Molly membutuhkanmu.
256. 256/TS4/00:39:30,911 --> 00:39:32,244 WOODY: Aw, no. Sorry, girls. Tidak. Maaf, semuanya.
257. 257/TS4/00:39:32,329 --> 00:39:33,704 WOODY: Molly's not here. Molly tak di sini.

258. 258/TS4/00:39:37,876 --> 00:39:40,002 WOODY: Oh, Bo's kid was something special. Oh, anaknya Bo itu istimewa.
259. 259/TS4/00:39:40,170 --> 00:39:43,589 WOODY: She was the cutest thing but so afraid of the dark. Dia anak yang manis tapi takut pada kegelapan.
260. 260/TS4/00:39:45,509 --> 00:39:46,801 WOODY: Oh, you weren't there in the beginning. Oh, kau tak di sana pada awalnya.
261. 261/TS4/00:39:46,968 --> 00:39:48,886 WOODY: Hearing Molly cry each night. Mendengar Molly menangis setiap malam.
262. 262/TS4/00:39:49,054 --> 00:39:51,180 WOODY: It broke every toy's heart. Itu membuat sedih hati mainan.
263. 263/TS4/00:39:51,973 --> 00:39:54,642 WOODY: And then, Bo came into the room. Lalu, Bo datang di kamar itu.
264. 264/TS4/00:39:54,810 --> 00:39:58,604 WOODY: Her lamp was the only thing that made Molly feel safe. Lampu Bo satu - satunya yang membuat Molly merasa aman.
265. 265/TS4/00:39:58,772 --> 00:40:00,773 WOODY: Mom would let her keep Bo on all night. Ibu membiarkan Molly menyalakan Bo sepanjang malam.
266. 266/TS4/00:40:02,901 --> 00:40:06,320 WOODY: And Molly would fall asleep with her hand resting on Bo's feet. Dan Molly akan tertidur dengan tangannya berada di kaki Bo.
267. 267/TS4/00:40:10,117 --> 00:40:12,576 WOODY: Bo, my kid really needs this toy. Bo, anak-ku butuh mainannya.
268. 268/TS4/00:40:13,411 --> 00:40:16,413 WOODY: Will you help me? For old times' sake. Maukah kau membantuku? Demi masa lalu.
269. 269/TS4/00:40:19,793 --> 00:40:21,418 WOODY: Thank you! Oh! Terima kasih! Oh!
270. 270/TS4/00:40:21,503 --> 00:40:22,586 WOODY: Oh, thank you! Oh, terima kasih!
271. 271/TS4/00:44:31,377 --> 00:44:33,128 WOODY: Bo, why do you ride around in a skunk? Bo, mengapa kau menaiki sigung?
272. 272/TS4/00:44:36,549 --> 00:44:38,175 WOODY: Oh, I get it. Smart. Oh, aku paham. Cerdas.

273. 273/TS4/00:44:51,564 --> 00:44:54,108 WOODY: Uh...  
(CHUCKLES SHEEPISHLY)
274. 274/TS4/00:45:26,141 --> 00:45:27,724 WOODY: What?  
Apa?
275. 275/TS4/00:45:43,700 --> 00:45:44,783 WOODY: Huh?
276. 276/TS4/00:45:45,577 --> 00:45:46,660 WOODY: Whoa!
277. 277/TS4/00:45:46,744 --> 00:45:47,995 WOODY: How did  
you end up here? Bagaimana kau bisa berakhir di sini?
278. 278/TS4/00:45:48,163 --> 00:45:49,580 WOODY: I thought  
you were given to a new family. Kukira kau diberikan ke  
keluarga baru.
279. 279/TS4/00:45:55,044 --> 00:45:56,461 WOODY: Oh, I'm  
sorry, Bo. Oh, maafkan aku, Bo.
280. 280/TS4/00:46:16,691 --> 00:46:17,941 WOODY: What? Oh,  
uh... Apa? Oh, uh...
281. 281/TS4/00:46:18,359 --> 00:46:20,277 WOODY: That  
wasn't... No, uh, nothing. Itu tidak... Tidak, bukan apapun.
282. 282/TS4/00:46:21,154 --> 00:46:22,779 WOODY: I was  
looking at the store. Right there. Aku melihat toko itu. Tepat  
di sana.
283. 283/TS4/00:46:22,864 --> 00:46:24,573 WOODY: I was  
looking at the antique store. Aku melihat toko barang antik.
284. 284/TS4/00:46:26,701 --> 00:46:27,826 WOODY:  
Countdown for what? Hitung mundur untuk apa?
285. 285/TS4/00:46:53,686 --> 00:46:56,063 WOODY: Bonnie?  
Oh, she's great. Bonnie? Oh, dia hebat.
286. 286/TS4/00:46:56,230 --> 00:46:57,272 WOODY: Jessie is  
loving it. Jessie menyukainya.
287. 287/TS4/00:46:58,608 --> 00:47:00,651 WOODY: Oh, yeah,  
the whole gang's still together. Oh, ya, seluruh kelompok  
masih bersama.
288. 288/TS4/00:47:00,818 --> 00:47:02,319 WOODY: Well, I  
mean, most of us. Maksudku, sebagian besar dari kami.
289. 289/TS4/00:47:05,907 --> 00:47:07,908 WOODY: Yeah,  
yeah, Rex, Bullseye, Slinky... Ya, ya, Rex, Bullseye, Slinky...
290. 290/TS4/00:47:08,076 --> 00:47:09,743 WOODY: The Potato  
Heads... Potato Heads...

291. 291/TS4/00:47:09,911 --> 00:47:10,994 WOODY: Yeah, Buzz, too. Ya, Buzz, juga.
292. 292/TS4/00:47:11,162 --> 00:47:13,956 WOODY: I cannot wait to see his face when he hears that I found... Aku tak sabar melihat wajahnya saat dia dengar aku menemukan...
293. 293/TS4/00:47:16,042 --> 00:47:17,668 WOODY: Buzz? Buzz?
294. 294/TS4/00:47:20,213 --> 00:47:21,880 WOODY: What are you doing here? Apa yang kau lakukan di sini?
295. 295/TS4/00:47:32,892 --> 00:47:34,559 WOODY: Who are these guys? Siapa mereka?
296. 296/TS4/00:47:34,727 --> 00:47:36,395 WOODY: You did what? Kau apa?
297. 297/TS4/00:47:39,649 --> 00:47:40,649 WOODY: All right now, come on, stop it! Ayolah, Cepat, hentikan!
298. 298/TS4/00:47:40,817 --> 00:47:41,817 WOODY: Cut it out now! Hentikan, sekarang!
299. 299/TS4/00:47:43,152 --> 00:47:44,152 WOODY: Guys, I have a kid! Aku punya seorang anak!
300. 300/TS4/00:47:50,076 --> 00:47:52,035 WOODY: Yeah. Now let go of Buzz and come with me. Ya, lepaskan Buzz dan ikutlah denganku.
301. 301/TS4/00:47:52,203 --> 00:47:53,286 WOODY: I'll take you to Bonnie. Kubawa kalian ke Bonnie.
302. 302/00:48:01,129 --> 00:48:03,296 (SIGHS) WOODY: Long story. Ceritanya panjang.
303. 303/TS4/00:49:26,339 --> 00:49:27,339 WOODY: Yeah. Ya.
304. 304/TS4/00:49:38,226 --> 00:49:39,810 WOODY: Absolutely. Lead the way. Sudah jelas. Pimpin jalannya
305. 305/TS4/00:50:20,935 --> 00:50:22,143 WOODY: All right, this isn't so bad. Baik, ini tak begitu buruk.
306. 306/TS4/00:50:22,311 --> 00:50:24,271 WOODY: We just can't be seen by the dummies. Kita tak boleh dilihat boneka bawahannya.
307. 307/TS4/00:50:44,458 --> 00:50:45,667 WOODY: So, how do you propose we get up there? Jadi, apa rencanamu naik ke atas?

308. 308/TS4/00:50:47,712 --> 00:50:49,379 WOODY: How? Caranya?
309. 309/TS4/00:50:52,925 --> 00:50:54,676 WOODY: Bonnie? Bonnie?
310. 310/00:50:55,094 --> 00:50:56,428 (GASPS) WOODY: We gotta get Forky now! Kita harus mengambil Forky sekarang!
311. 311/TS4/00:51:17,158 --> 00:51:21,453 WOODY: But it's Bonnie. She's right there. Tapi itu Bonnie. Dia tepat di sana.
312. 312/TS4/00:51:28,878 --> 00:51:30,128 WOODY: Whoa!
313. 313/TS4/00:52:14,548 --> 00:52:17,258 WOODY: Bo, I'm so sorry. Really. Just tell me how to help. Bo, maafkan aku. Sungguh. Katakan caraku membantumu.
314. 314/TS4/00:52:21,347 --> 00:52:22,347 WOODY: What about the others? Bagaimana dengan yang lainnya?
315. 315/TS4/00:54:58,796 --> 00:55:00,255 WOODY: What are we doing? Apa yang kita lakukan?
316. 316/TS4/00:55:34,748 --> 00:55:36,791 WOODY: Excuse me. Sorry. Permisi, maaf.
317. 317/TS4/00:56:11,285 --> 00:56:12,410 WOODY: Huh?
318. 318/TS4/00:57:01,543 --> 00:57:03,503 WOODY: Oh, please, Mr. Caboom, this is really important. Kumohon, Tn. Caboom, Ini sangat penting
319. 319/TS4/00:57:03,587 --> 00:57:04,629 WOODY: My kid... Anak-ku...
320. 320/TS4/00:57:56,765 --> 00:57:58,850 WOODY: Crash? Menabrak?
321. 321/TS4/00:58:51,195 --> 00:58:52,361 WOODY: How'd you get it? Bagaimana caramu mendapatkannya?
322. 322/TS4/01:00:02,432 --> 01:00:04,517 WOODY: So, how long were you in here? Berapa lama kau ada di sini?
323. 323/TS4/01:00:10,899 --> 01:00:11,899 WOODY: Wow.
324. 324/TS4/01:00:12,067 --> 01:00:14,318 WOODY: You've handled this lost toy life better than I could. Kau menangani kehidupan mainan hilang lebih baik dari diriku.
325. 325/TS4/01:00:23,996 --> 01:00:26,914 WOODY: You really don't think you'll ever be in a kid's room again, huh? Kau sungguh tak mengira akan berada di kamar anak kecil lagi ya?

326. 326/TS4/01:00:31,003 --> 01:00:33,004 WOODY: You're leaving? Kau pergi?
327. 327/TS4/01:00:36,592 --> 01:00:38,259 WOODY: Without a kid? (CHUCKLES) Tanpa seorang anak?
328. 328/TS4/01:00:38,343 --> 01:00:41,220 WOODY: No. You can't teach this old toy new tricks. Tidak, kau tak bisa mengajari mainan tua ini tipuan baru.
329. 329/TS4/01:00:47,895 --> 01:00:50,188 WOODY: Well, I saw your lamp in the window... Yah, aku melihat lampumu di jendela...
330. 330/TS4/01:00:50,355 --> 01:00:53,816 WOODY: and I thought maybe you were inside... Dan kukira mungkin kau ada di dalam...
331. 331/TS4/01:00:53,984 --> 01:00:55,943 WOODY: and so I, uh... Dan jadi aku...
332. 332/TS4/01:00:59,865 --> 01:01:01,032 WOODY: Wow.
333. 333/TS4/01:01:04,703 --> 01:01:05,703 WOODY: Will you look at that? Lihatlah itu.
334. 334/TS4/01:01:22,387 --> 01:01:23,429 WOODY: For me? Bagiku?
335. 335/TS4/01:01:29,436 --> 01:01:30,436 WOODY: I am? Sungguh?
336. 336/TS4/01:01:34,566 --> 01:01:36,067 WOODY: Yeah, at crashing. Ya, terbaik menabrak.
337. 337/TS4/01:01:44,826 --> 01:01:45,826 WOODY: Whoa!
338. 338/TS4/01:02:00,550 --> 01:02:02,009 (GASPS) WOODY: No, no, no!
339. 339/TS4/01:02:23,532 --> 01:02:24,865 WOODY: Forky?
340. 340/TS4/01:02:25,033 --> 01:02:26,701 WOODY: Forky, where are you? Forky, di mana kau?
341. 341/TS4/01:02:28,662 --> 01:02:29,662 WOODY: Forky? Forky?
342. 342/TS4/01:02:33,083 --> 01:02:34,875 WOODY: Bo, I found him! Bo, aku menemukannya!
343. 343/TS4/01:02:45,345 --> 01:02:46,345 WOODY: Okay, we can go now! Baik, kita bisa pergi sekarang!
344. 344/TS4/01:02:50,100 --> 01:02:51,434 WOODY: Yeah! Ya!

345. 345/TS4/01:03:00,610 --> 01:03:03,362 WOODY: Yeah, with my voice box! Ya, dengan kotak suaraku!
346. 346/TS4/01:03:06,033 --> 01:03:07,283 WOODY: Whoa!
347. 347/TS4/01:03:35,437 --> 01:03:37,021 WOODY: No! No! Forky! Tidak! Tidak! Forky!
348. 348/TS4/01:03:37,189 --> 01:03:38,272 WOODY: Wait! Tunggu!
349. 349/TS4/01:03:39,232 --> 01:03:40,608 WOODY: Forky! Forky!
350. 350/TS4/01:04:24,945 --> 01:04:26,612 WOODY: Wait! We don't have Forky! Tunggu! Kita tak dapat Forky!
351. 351/TS4/01:04:31,993 --> 01:04:33,035 WOODY: Forky! Forky!
352. 352/TS4/01:04:52,514 --> 01:04:53,806 WOODY: Is everyone okay? Apa semuanya baik saja?
353. 353/TS4/01:05:13,660 --> 01:05:14,660 WOODY: Forky's still in there. Forky masih di sana.
354. 354/TS4/01:05:14,744 --> 01:05:16,328 WOODY: If we hurry, we can get him before they lock him up. Jika kita cepat, kita bisa meraihnya sebelum mereka mengurungnya.
355. 355/TS4/01:05:20,542 --> 01:05:21,959 WOODY: No, no, no. There's no time. We can easily get back inside. Tidak, tidak, tak ada waktu. Kita bisa mudah kembali ke dalam.
356. 356/TS4/01:05:23,128 --> 01:05:24,169 WOODY: By my count, there were only four dummies. Saat kuhitung, ada empat boneka bawahannya.
357. 357/TS4/01:05:25,338 --> 01:05:26,380 WOODY: We outnumber them. So, we have the advantage. Jumlah kita lebih banyak. Kita punya keuntungan.
358. 358/TS4/01:05:34,097 --> 01:05:36,265 WOODY: No. No, no, no. We are wasting time. We can do this. Tidak, tidak, kita menghabiskan waktu. Kita bisa melakukannya.
359. 359/TS4/01:05:39,561 --> 01:05:41,312 WOODY: I do! Aku mau!
360. 360/TS4/01:05:41,396 --> 01:05:42,521 WOODY: Because! Karena!
361. 361/TS4/01:05:42,689 --> 01:05:44,440 WOODY: Just because! Karena saja!

362. 362/TS4/01:05:45,609 --> 01:05:46,901 WOODY: Because it's all I have left to do! Karena hanya itu yang bisa kulakukan!
363. 363/TS4/01:05:49,696 --> 01:05:51,405 WOODY: I don't have anything else. Aku tak punya apapun lagi.
364. 364/TS4/01:05:55,619 --> 01:05:57,494 WOODY: That's not what I meant. Bukan itu maksudku.
365. 365/TS4/01:05:57,662 --> 01:05:59,038 WOODY: Bonnie needs Forky. Bonnie butuh Forky.
366. 366/TS4/01:06:09,424 --> 01:06:11,258 WOODY: It's called loyalty. Itu disebut kesetiaan.
367. 367/TS4/01:06:11,426 --> 01:06:13,260 WOODY: Something a lost toy wouldn't understand. Sesuatu yang tak dipahami mainan yang hilang.
368. 368/TS4/01:06:37,202 --> 01:06:38,243 WOODY: Bo! Bo!
369. 369/TS4/01:06:52,842 --> 01:06:53,926 WOODY: No. Tidak.
370. 370/TS4/01:06:55,095 --> 01:06:56,470 WOODY: I don't leave toys behind, Buzz. Aku tak meninggalkan mainan, Buzz.
371. 371/TS4/01:06:57,973 --> 01:06:59,807 WOODY: Not now. Not ever. Tidak sekarang, tak pernah selamanya.
372. 372/TS4/01:07:38,304 --> 01:07:40,055 WOODY: Ahhh!
373. 373/TS4/01:07:44,185 --> 01:07:45,477 WOODY: You don't know me. Kau tak mengenalku.
374. 374/TS4/01:07:53,570 --> 01:07:55,362 WOODY: I'm not leaving without Forky. Aku tak akan pergi tanpa Forky.
375. 375/TS4/01:07:58,324 --> 01:07:59,491 WOODY: What? Apa?
376. 376/TS4/01:08:06,124 --> 01:08:07,249 WOODY: Okay. Baik.
377. 377/TS4/01:08:59,094 --> 01:09:00,427 WOODY: It was. Benar.
378. 378/TS4/01:09:20,281 --> 01:09:21,698 WOODY: Just leave me Forky. Berikan Forky padaku.
379. 379/TS4/01:09:23,409 --> 01:09:25,077 WOODY: Bonnie needs him. Bonnie membutuhkannya.
380. 380/TS4/01:12:40,106 --> 01:12:41,106 WOODY: Uh, you're welcome. Sama - sama.

381. 381/TS4/01:13:02,045 --> 01:13:03,211 (GASPS) WOODY: Bonnie? Bonnie?
382. 382/TS4/01:13:09,510 --> 01:13:11,762 WOODY: Quick! Before she finds it! Cepat! Sebelum dia menemukannya!
383. 383/TS4/01:13:24,984 --> 01:13:26,568 WOODY: We're going home, Forky! Kita akan pulang, Forky!
384. 384/TS4/01:13:27,278 --> 01:13:28,278 WOODY: Huh?
385. 385/TS4/01:13:29,322 --> 01:13:31,198 (WHISPERS) WOODY: Forky! Oh! Forky! Oh!
386. 386/TS4/01:14:36,347 --> 01:14:37,931 WOODY: Forky, listen to me very carefully. Forky, dengarkan aku baik - baik.
387. 387/TS4/01:14:38,099 --> 01:14:39,724 WOODY: This is important. Ini penting.
388. 388/TS4/01:14:39,892 --> 01:14:41,852 WOODY: Tell Buzz to get the RV to the merry-go-round. Beritahu Buzz supaya membawa mobilnya ke komedi putar.
389. 389/TS4/01:14:42,019 --> 01:14:43,019 WOODY: You understand? Kau paham?
390. 390/TS4/01:14:45,314 --> 01:14:47,941 (STAMMERS) WOODY: The spinny ride with lights and horses. Wahana berputar dengan lampu dan kuda.
391. 391/TS4/01:14:48,109 --> 01:14:49,359 WOODY: Yes! Ya!
392. 392/TS4/01:14:50,153 --> 01:14:51,736 WOODY: Carousel. Yes! Meet me at the carousel. Kuda putar, ya! Temui aku di kuda putar.
393. 393/TS4/01:15:06,252 --> 01:15:08,628 WOODY: Gabby! Hey, Gabby! Gabby! Hei, Gabby!
394. 394/TS4/01:15:15,303 --> 01:15:16,344 WOODY: Oh, yes, you do. Oh, ya, kau butuh.
395. 395/TS4/01:15:16,679 --> 01:15:18,263 WOODY: Harmony wasn't your only chance, Gabby, Harmony tak hanya satu - satunya kesempatanmu, Gabby.
396. 396/TS4/01:15:18,347 --> 01:15:19,556 WOODY: But we have to hurry. Come on. Tapi kita harus cepat, ayo!
397. 397/TS4/01:15:39,827 --> 01:15:41,203 WOODY: You hear that? Kau dengar itu.
398. 398/TS4/01:15:47,793 --> 01:15:49,669 WOODY: A friend once told me... Seorang teman pernah mengatakan padaku...

399. 399/TS4/01:15:49,837 --> 01:15:52,255 WOODY: "There are plenty of kids out there. " "Ada banyak anak di luar sana"
400. 400/TS4/01:15:53,424 --> 01:15:55,926 WOODY: And one of them is named Bonnie. Dan salah satunya bernama Bonnie.
401. 401/TS4/01:15:57,762 --> 01:16:00,180 WOODY: She's waiting for you, right now. Dia menunggumu, sekarang juga.
402. 402/TS4/01:16:01,599 --> 01:16:03,433 WOODY: She just doesn't know it yet. Dia cuma belum mengetahuinya.
403. 403/TS4/01:16:10,233 --> 01:16:14,069 WOODY: Well, if you sit on a shelf the rest of your life, you'll never find out, will you? Jika kau duduk dalam lemari seumur hidupmu, kau tak akan pernah bisa tahu 'kan?
404. 404/TS4/01:16:19,909 --> 01:16:21,743 WOODY: I learned that from the best. Aku belajar dari yang terbaik.
405. 405/TS4/01:17:26,100 --> 01:17:28,184 BO PEEP & WOODY: Yes, we Canada! Ya, kita Kanada!
406. 406/TS4/01:18:09,727 --> 01:18:11,394 WOODY: This is the fastest way to the carousel. Ini jalan tercepat ke kuda putar.
407. 407/TS4/01:18:11,562 --> 01:18:12,687 WOODY: You made the last jump. Lompatanmu sebelumnya berhasil.
408. 408/TS4/01:18:18,444 --> 01:18:20,236 WOODY: No, no, no. Tidak, tidak, tidak.
409. 409/TS4/01:18:20,404 --> 01:18:22,363 WOODY: He's the toy that went on to crash 40 feet into that target! Dia mainan yang mampu melompat 40 kaki menuju sasaran itu!
410. 410/TS4/01:18:31,290 --> 01:18:32,499 WOODY: Yes, you Canada! Ya, kau Kanada!
411. 411/TS4/01:18:35,002 --> 01:18:36,586 WOODY: What? No, wait! Apa? Tidak, tunggu!
412. 412/TS4/01:19:09,912 --> 01:19:10,912 WOODY: All right, our turn! Baik, giliran kita!
413. 413/TS4/01:19:19,129 --> 01:19:20,129 WOODY: Yee-haw!
414. 414/TS4/01:20:00,796 --> 01:20:01,796 WOODY: Gabby? Gabby?
415. 415/TS4/01:20:04,341 --> 01:20:05,341 WOODY: Gabby? Gabby?
416. 416/TS4/01:20:26,280 --> 01:20:27,655 WOODY: Are you sure? Apa kau yakin?

417. 417/TS4/01:20:38,751 --> 01:20:40,084 WOODY: Change of plans. Perubahan rencana.
418. 418/TS4/01:21:03,651 --> 01:21:05,693 WOODY: Gabby. Gabby.
419. 419/TS4/01:21:06,946 --> 01:21:09,447 WOODY: Gabby, it's just like you said. Gabby, itu seperti yang kau katakan.
420. 420/TS4/01:21:10,032 --> 01:21:12,951 WOODY: This is the most noble thing a toy can do. Ini hal terhormat yang bisa dilakukan mainan.
421. 421/TS4/01:24:18,011 --> 01:24:22,765 WOODY: Billy, Goat, Gruff. Take care of her, girls. Billy, Goat, Gruff. Kalian jagalah diri.
422. 422/TS4/01:24:33,652 --> 01:24:35,027 WOODY: I... I don't... Aku... Aku tidak...
423. 423/TS4/01:25:01,889 --> 01:25:03,139 WOODY: Goodbye, Bo. Selamat tinggal, Bo.
424. 424/TS4/01:25:28,123 --> 01:25:30,041 WOODY: Buzz, I... I... Buzz, Aku... Aku...
425. 425/TS4/01:25:45,807 --> 01:25:46,933 WOODY: You sure? Kau yakin?
426. 426/TS4/01:27:00,590 --> 01:27:02,425 WOODY: Oh!
427. 427/TS4/01:27:28,952 --> 01:27:30,369 WOODY: So long, Forky. Sampai jumpa, Forky.
428. 428/TS4/01:28:27,844 --> 01:28:30,012 WOODY: And beyond. Dan melampauinya.
429. 429/TS4/01:30:25,670 --> 01:30:27,087 WOODY: All right. Nice job, gang! Baik. Tugas bagus, semuanya!
430. 430/TS4/01:31:38,076 --> 01:31:39,743 WOODY: Yeah, let's do that. Ya, mari lakukan itu.

*Appendix 2* List of shifts occurred in Woody's Utterances in English and Bahasa Indonesia Movie Text of Toy Story 4 Movie

No	Code	Source Text	Target Text	Types of Category Shift
1.	2/TS4/00:01:20,331 --> 00:01:21,998	Jessie. Buzz. Slink. Molly's room.	Jessie. Buzz. Slink. Ke kamar Molly.	SS
2.	3/TS4/00:01:22,166 --> 00:01:24,292	The rest of you.	Sisanya.	IS
		Stay put.	Tetap di sini!	CS
3.	5/TS4/00:01:47,650 --> 00:01:48,984	Lost toy.	Mainan hilang.	SS
		Side yard.	halaman samping	SS
4.	6/TS4/00:01:52,863 --> 00:01:54,447	They have names?	Mereka punya nama?	IS
5.	10/TS4/00:02:37,867 --> 00:02:39,117	Hang on, R.C.!	Bertahanlah, R.C.!	US
6.	12/TS4/00:04:01,200 --> 00:04:02,867	We'll sneak in the hedges before he's back.	Kita menyelinap di semak sebelum dia kembali.	IS
7.	16/TS4/00:04:38,112 --> 00:04:41,114	And that box gets taken away.	Dan kotak itu di bawa pergi.	SS
8.	17/TS4/00:07:47,760 --> 00:07:49,093	Keep it to a dull roar, Rex.	Jangan berteriak, Rex.	SS
9.	18/TS4/00:07:49,261 --> 00:07:50,887	Deep breaths, Jessie. Deep breaths, Jessie.	Tarik nafas yang dalam, Jessie. Tarik nafas yang dalam.	SS
10.	19/TS4/00:07:50,971 --> 00:07:52,388	Settle down, Slink.	Tenanglah, Slink.	US
11.	20/TS4/00:07:52,473 --> 00:07:53,681	Sit. Good boy!	Duduklah, anjing pintar!	SS
12.	21/TS4/00:07:55,017	My guys are	Teman - temanku	IS

	--> 00:07:56,851	veterans.	sudah ahli.	
13.	27/TS4/00:08:17,664 --> 00:08:18,748	Wind 'em if you got 'em.	Bersemangatlah!	US
14.	28/TS4/00:08:18,832 --> 00:08:20,792	<b>Keep</b> your batteries clean.	Bersihkan bateraimu	US
		Your batteries	Bateraimu	SS
				IS
15.	29/TS4/00:08:22,044 --> 00:08:24,295	Yes, I'm sorry.	Ya, maaf.	US
16.	30/TS4/00:09:09,591 --> 00:09:10,967	I don't know.	Entahlah.	US
17.	32/TS4/00:09:14,888 --> 00:09:15,888	It's been a while.	Itu sudah lama.	CS
18.	33/TS4/00:10:03,896 --> 00:10:05,897	Oh, come on.	Oh, ayolah.	US
19.	34/TS4/00:10:07,232 --> 00:10:08,316	Oh, thanks, Jessie.	Oh, terima kasih Jessie.	US
20.	35/TS4/00:10:16,783 → 00:10:17,783	Excuse me, Dolly?	Permisi, Dolly?	US
21.	36/TS4/00:10:20,412 --> 00:10:21,412	It's just...	Tapi...	US
22.	37/TS4/00:10:21,496 --> 00:10:22,663	I'm worried about Bonnie.	Aku mengkhawatirkan Bonnie.	US
23.	39/TS4/00:10:26,835 --> 00:10:28,502	Yeah, but kindergarten is so different.	Ya, tapi TK itu berbeda.	US
24.	40/TS4/00:10:28,670 --> 00:10:30,213	It can be too much for a kid.	Anak kecil bisa kewalahan.	SS
				IS
25.	41/TS4/00:10:30,297 --> 00:10:32,632	Having a buddy with them to get through it can really help things.	Dia bisa terbantu jika punya teman bersamanya.	US

26.	42/TS4/00:10:32,716 --> 00:10:34,342	I would go to school with him.	Aku pergi ke sekolah bersamanya.	US
27.	44/TS4/00:10:39,765 --> 00:10:40,973	But if you would just...	Tapi jika kau bisa....	US
28.	50/TS4/00:15:18,710 --> 00:15:19,835	No, of course not!	Tentu tidak!	US
29.	52/TS4/00:15:26,635 --> 00:15:28,177	Bonnie had a great day in class.	Bonnie bersenang-senang di kelas.	US
30.	56/TS4/00:15:38,230 --> 00:15:41,148	No, no. She literally made a new friend.	Tidak, secara harfiah dia membuat satu teman baru.	SS
31	58/TS4/00:15:43,360 --> 00:15:45,402	Come on out.	Keluarlah.	US
		That's it	Bagus.	US
32.	59/TS4/00:15:45,487 --> 00:15:47,363	Come on.	Ayo.	US
		There you go.	Bagus	US
33.	60/TS4/00:15:49,741 --> 00:15:51,575	Come on, let's get you out of there.	Ayo, mari keluar dari sana.	US
34.	63/TS4/00:15:55,205 --> 00:15:58,290	Everyone, I want you to meet Forky.	Semuanya, perkenalkan Forky.	SS
35.	65/TS4/00:16:04,297 --> 00:16:06,173	No, toys.	Tidak, mainan.	IS
36.	66/TS4/00:16:06,341 --> 00:16:08,259	They're all toys.	Mereka semua mainan.	IS
37.	69/TS4/00:16:13,807 --> 00:16:14,974	These are your friends.	Mereka semua temanmu.	IS
38.	71/TS4/00:16:27,112 --> 00:16:28,279	Because he was made from trash.	Karena dia dibuat dari sampah.	US
39.	72/TS4/00:16:29,447	Look, I know	Dengar, aku tahu	US

	--> 00:16:32,157	this is a <b>little strange</b> , but you gotta trust me on this.	ini <b>aneh</b> , tapi kalian harus mempercayai.	
40.	73/TS4/00:16:33,326 --> 00:16:36,996	Forky is the most important toy to Bonnie right now.	Forky adalah mainan paling penting bagi Bonnie sekarang.	SS
41	75/TS4/00:16:48,300 --> 00:16:49,758	I know this is new to everybody.	Aku tahu ini baru bagi kalian semua.	US
42.	76/TS4/00:16:49,843 --> 00:16:52,594	But you should see how much this little guy means to Bonnie.	Tapi kalian harus lihat pentingnya Si kecil ini bagi Bonnie.	CS
43.	77/TS4/00:16:52,762 --> 00:16:57,474	When she started playing with him, she had the biggest smile on her face.	Saat Bonnie mulai bermain dengannya dia tersenyum lebar di wajahnya.	CS
44.	80/TS4/00:17:00,186 --> 00:17:03,480	And I swear, once she made Forky, it was a complete transformation.	Dan sumpah, begitu dia membuat Forky dia berubah total.	CS
45.	83/TS4/00:17:12,866 --> 00:17:14,366	Oh, Chutes and Ladders!	Oh, astaga!	CS
46.	85/TS4/00:17:16,786 --> 00:17:18,078	Come on!	Ayolah!	US
47.	87/TS4/00:17:19,331 --> 00:17:20,789	Come on!	Ayolah!	US
48.	93/TS4/00:18:53,216	No. No, no. I	Tidak, tidak, biar	SS

	--> 00:18:55,717	got it, I got it.	aku saja..	
49.	94/TS4/00:18:56,177 --> 00:18:57,970	We'll just be stuck in an RV.	Kita semua harus menyelinap masuk mobil.	IS
50	95/TS4/00:18:58,138 --> 00:18:59,805	I got this.	Biar kutangani.	SS
51.	96/TS4/00:18:59,889 --> 00:19:00,889	I got it.	Biar kutangani.	SS
52.	98/TS4/00:21:04,389 --> 00:21:05,389	I don't know, Buzz.	Entahlah, Buzz	US
53.	105/TS4/00:21:31,624 --> 00:21:32,666	Me.	Suara diriku.	US
54.	106/TS4/00:21:32,834 --> 00:21:34,126	You know, my conscience?	Kau tahu, alam bawah sadarku	US SS
55.	115/TS4/00:22:19,839 --> 00:22:21,089	I'll meet you at the RV park.	Kutemui kalian di taman mobil	SS
56.	125/TS4/00:23:29,325 --> 00:23:30,617	No, not her pillow.	Tidak, itu bantalnya.	US
57.	130/TS4/00:23:39,168 --> 00:23:43,588	You are going to help create happy memories that will last for the rest of her life.	Kau akan membantunya membuat ingatan bahagia yang terus bertahan seumur hidupnya.	SS
58.	133/TS4/00:23:52,557 --> 00:23:55,726	Okay, like it or not, you are a toy.	Baik, suka atau tidak, Kau itu mainan.	IS
59.	136/TS4/00:24:03,484 --> 00:24:04,526	I mean, Bonnie.	Maksudku, Bonnie.	CS
60.	138/TS4/00:24:06,446 --> 00:24:08,113	That is your job.	Itu tugasmu.	SS
61.	141/TS4/00:24:22,795 --> 00:24:24,629	Andy was my other kid.	Andy itu anak-ku yang lain.	SS
62.	143/TS4/00:24:28,34	For a long time.	Dalam waktu	IS

	2 --> 00:24:29,885		lama.	
63.	144/TS4/00:24:31,38 7 --> 00:24:33,096	And it was pretty great.	Dan itu menyenangkan.	CS
64.	145/TS4/00:24:34,05 6 --> 00:24:36,141	I was a favorite <b>toy</b> , actually.	Sebenarnya aku mainan kesukaannya	SS
65	146/TS4/00:24:37,39 3 --> 00:24:39,478	Running the room was my job.	Berlarian di kamar sudah jadi tugasku.	SS
66.	149/TS4/00:24:46,94 4 --> 00:24:48,570	That's exactly what I thought when he first showed up.	Itu yang kupikirkan saat pertama kali dia muncul.	US
67.	151/TS4/00:24:53,36 7 --> 00:24:56,995	Well, then you watch 'em grow up and become a full person.	Yah, lalu kau melihatnya tumbuh besar dan jadi orang dewasa.	IS
68.	152/TS4/00:24:58,95 6 --> 00:25:00,540	And then they leave.	Lalu dia pergi.	IS
69.	153/TS4/00:25:00,70 8 --> 00:25:02,959	They go off.	Dia pergi.	US
70.	155/TS4/00:25:08,13 2 --> 00:25:14,054	But then somehow you find yourself, after all those years, sitting in a closet just feeling...	Lalu, kau mendapati dirimu, setelah bertahun-tahun ini, disimpan di lemari dan merasa...	SS
71.	158/TS4/00:25:24,35 7 --> 00:25:25,357	You do?	Sungguh?	US
72.	160/TS4/00:25:30,02	Ew.	Jijik.	CS

	9 --> 00:25:31,446			
73.	166/TS4/00:25:51,17 5 --> 00:25:52,259	Uh-huh.	Benar.	CS
74.	171/TS4/00:26:06,77 4 --> 00:26:07,816	Forky, slow down! Forky!	Forky, pelanlah! Forky!	US
75.	175/TS4/00:27:23,64 3 --> 00:27:25,935	I know, I know. But my friend might be in there.	Aku tahu, aku tahu. Tapi temanku mungkin ada di sana.	SS
76	176/TS4/00:27:27,35 5 --> 00:27:28,855	Oh, a friend, uh...	Oh, teman...	IS
77.	177/TS4/00:27:29,02 3 --> 00:27:30,523	Well, a friend is...	Yah, teman itu...	IS
78.	178/TS4/00:27:30,69 1 --> 00:27:32,067	Well, a friend is like you and me.	Yah, teman itu seperti kau dan aku.	IS
79.	181/TS4/00:27:38,36 6 --> 00:27:40,367	Come on.	Ayo.	US
80	189/TS4/00:28:18,65 6 --> 00:28:19,823	Come on, let's go.	Ayo, mari pergi.	US
81.	190/TS4/00:28:37,09 1 → 00:28:39,384	Hey, howdy.	Hei, apa kabar?	US
82.	191/TS4/00:28:39,55 2 --> 00:28:40,635	Hey there	Hei, kau.	CS
83.	194/TS4/00:28:59,73 9 --> 00:29:00,739	This is Forky.	Dia Forky.	IS
84.	195/TS4/00:29:02,11 6 --> 00:29:03,908	Our kid made him.	Anak kami yang membuatnya.	SS
85.	197/TS4/00:29:09,58 2 --> 00:29:12,292	But we are looking for a lost toy.	Tapi kami mencari satu mainan yang tersesat.	SS
86.	200/TS4/00:29:17,46 5 --> 00:29:19,674	You do?	Sungguh?	US

87.	203/TS4/00:29:38,02 7 --> 00:29:40,069	Uh... (CLEAR S THROAT) Thank you for your help	Terima kasih atas bantuanmu.	SS
88.	223/TS4/00:36:32,81 6 --> 00:36:34,942	Wait, you're a lost toy?	Tunggu, kau mainan yang hilang?	SS
89.	224/TS4/00:36:35,11 0 --> 00:36:36,319	That's awful.	Itu mengerikan.	CS
90.	225/TS4/00:36:36,77 8 --> 00:36:41,991	I mean, awfully great that you are lost out here.	Maksudku, sangat mengerikan kalau kau tersesat di luar sini.	CS
91.	237/TS4/00:37:19,02 9 --> 00:37:20,196	Where did you get all this stuff?	Dari mana kalian dapat semua benda ini?	SS
92.	242/TS4/00:38:31,47 6 --> 00:38:33,144	Bo, I need to get back to my kid.	Bo, aku harus kembali ke anak- ku.	SS
93.	244/TS4/00:38:49,74 5 → 00:38:51,662	No, no, no. He went off to college.	Tidak, tidak, dia pergi kuliah.	US
94.	247/TS4/00:38:57,37 7 --> 00:38:59,920	Her other toy is trapped in this antique store, and I have to...	Mainannya yang lain terjebak di Toko barang antik dan aku harus...	SS
95.	250/TS4/00:39:10,64 0 --> 00:39:12,099	Oh, Bo, that's awful.	Oh, Bo, itu mengerikan.	CS
96.	251/TS4/00:39:12,26 7 --> 00:39:13,350	But I don't have a choice.	Tapi aku tak punya pilihan.	IS
97.	252/TS4/00:39:13,43 5 --> 00:39:15,144	I have to get that toy from Gabby.	Aku harus merebut mainan <b>itu</b> dari Gabby.	SS
98.	253/TS4/00:39:19,48	But Bonnie	Tapi Bonnie perlu	CS

	3 --> 00:39:21,525	needs him to get through kindergarten.	mainannya kembali bersamanya di TK.	
99.	255/TS4/00:39:25,73 9 --> 00:39:29,283	You see, Bonnie needs him just like Molly needed you.	Kau dengar, Bonnie membutuhkan dia seeperti Molly membutuhkanmu.	US
100.	259/TS4/00:39:40,17 0 --> 00:39:43,589	She was the cutest thing but so afraid of the dark.	Dia anak yang manis tapi takut pada kegelapan.	US
101.	262/TS4/00:39:49,05 4 --> 00:39:51,180	It broke every toy's heart.	Itu membuat sedih hati mainan.	US
102	264/TS4/00:39:54,81 0 --> 00:39:58,604	Her lamp was the only thing that made Molly feel safe.	Lampu Bo satu - satunya yang membuat Molly merasa aman.	SS
103	265/TS4/00:39:58,77 2 --> 00:40:00,773	Mom would let her keep Bo on all night.	Ibu membiarkan Molly menyalakan Bo sepanjang malam	US
104.	267/TS4/00:40:10,11 7 --> 00:40:12,576	Bo, my kid really needs this toy.	Bo, anak-ku butuh mainannya.	SS
105.	271/TS4/00:44:31,37 7 --> 00:44:33,128	Bo, why do you ride around in a skunk?	Bo, mengapa kau menaiki sigung?	US
106.	277/TS4/00:45:46,74 4 --> 00:45:47,995	How did you end up here?	Bagaimana kau bisa berakhir di sini?	US
107.	278/TS4/00:45:48,16 3 --> 00:45:49,580	I thought you were given to a	Kukira kau diberikan ke	SS

		new family.	keluarga baru.	
108.	279/TS4/00:45:55,04 4 --> 00:45:56,461	Oh, I'm sorry, Bo.	Oh, maafkan aku, Bo.	SS
109.	283/TS4/00:46:22,86 4 → 00:46:24,573	I was looking at the antique store.	Aku melihat 35ook barang antic.	SS
110.	284/TS4/00:46:26,70 1 --> 00:46:27,826	Countdown for what?	Hitung mundur untuk apa?	US
111.	295/TS4/00:47:32,89 2 --> 00:47:34,559	Who are these guys?	Siapa mereka?	CS
112.	297/TS4/00:47:39,64 9 --> 00:47:40,649	All right now, come on, stop it!	Ayolah, Cepat, hentikan!	US
113.	298/TS4/00:47:40,81 7 → 00:47:41,817	Cut it out now!	Hentikan, sekarang!	US
114.	300/TS4/00:47:50,07 6 --> 00:47:52,035	Yeah. Now let go of Buzz and come with me.	Ya, lepaskan Buzz dan ikutlah denganku	US
115.	302/00:48:01,129 -- > 00:48:03,296	Long story.	Ceritanya panjang.	US
116.	304/TS4/00:49:38,22 6 --> 00:49:39,810	Absolutely. Lead the way.	Sudah jelas. Pimpin jalannya.	US
117.	316/TS4/00:55:34,74 8 → 00:55:36,791	Excuse me. Sorry.	Permisi, maaf.	US
118.	319/TS4/00:57:03,58 7 --> 00:57:04,629	My kid...	Anak-ku...	SS
119.	324/TS4/01:00:12,06 7 --> 01:00:14,318	You've handled this lost toy life better than I could.	Kau menangani kehidupan mainan hilang lebih baik dari diriku.	SS
120.	328/TS4/01:00:38,34 3 --> 01:00:41,220	No. You can't teach <b>this old toy</b> new tricks.	Tidak, kau tak bisa mengajari <b>mainan tua ini</b> tipuan baru.	SS
		No. You can't	Tidak, kau tak	SS

		teach this old toy <b>new tricks</b> .	bisa mengajari mainan tua ini <b>tipuan baru</b> .	
121.	329/TS4/01:00:47,89 5 --> 01:00:50,188	Well, I saw your lamp in the window...	Yah, aku melihat lampumu di jendela...	SS
122.	333/TS4/01:01:04,70 3 --> 01:01:05,703	Will you look at that?	Lihatlah itu.	SS
123.	335/TS4/01:01:29,43 6 → 01:01:30,436	I am?	Sungguh?	US
124.	345/TS4/01:03:00,61 0 --> 01:03:03,362	Yeah, with my voice box!	Ya, dengan kotak suaraku!	SS
125.	354/TS4/01:05:14,74 4 --> 01:05:16,328	If we hurry, we can get him before they lock him up.	Jika kita cepat, kita bisa meraihnya sebelum mereka mengurungnya.	US
126.	355/TS4/01:05:20,54 2 --> 01:05:21,959	No, no, no. There's no time. We can easily get back inside.	Tidak, tidak, tak ada waktu. Kita bisa mudah kembali ke dalam.	US
127.	356/TS4/01:05:23,12 8 --> 01:05:24,169	By my count, there were only four dummies.	Saat kuhitung, ada empat boneka bawahannya.	US
128.	357/TS4/01:05:25,33 8 --> 01:05:26,380	We outnumber them. So, we have the advantage.	Jumlah kita lebih banyak. Kita punya keuntungan.	CS
129.	364/TS4/01:05:55,61 9 --> 01:05:57,494	That's not what I meant.	Bukan itu maksudku.	CS
130.	365/TS4/01:05:57,66 2 --> 01:05:59,038	Bonnie needs Forky.	Bonnie butuh Forky.	US
131.	367/TS4/01:06:11,42 6 --> 01:06:13,260	Something a lost toy wouldn't	Sesuatu yang tak dipahami mainan	SS

		understand.	yang hilang.	
132.	370/TS4/01:06:55,09 5 --> 01:06:56,470	I don't leave toys behind, Buzz.	Aku tak meninggalkan mainan, Buzz.	US
133.	380/TS4/01:12:40,10 6 --> 01:12:41,106	Uh, you're welcome.	Sama - sama.	US
134.	382/TS4/01:13:09,51 0 --> 01:13:11,762	Quick! Before she finds it!	Cepat! Sebelum dia menemukannya!	US
135.	390/TS4/01:14:45,31 4 --> 01:14:47,941	<b>The spinny ride</b> with lights and horses.	<b>Wahana berputar</b> dengan <b>lampu dan kuda.</b>	SS
		The spinny ride with <b>lights and horses.</b>	Wahana berputar dengan <b>lampu dan kuda.</b>	IS
136.	392/TS4/01:14:50,15 3 → 01:14:51,736	Carousel. Yes! Meet me at the carousel.	Kuda putar, ya! Temui aku di kuda putar.	US
137.	395/TS4/01:15:16,67 9 --> 01:15:18,263	Harmony wasn't your only chance, Gabby.	Harmony tak hanya satu - satunya kesempatanmu, Gabby.	SS
138.	396/TS4/01:15:18,34 7 → 01:15:19,556	But we have to hurry. Come on.	Tapi kita harus cepat, ayo!	CS
139.	399/TS4/01:15:49,83 7 --> 01:15:52,255	"There are plenty of kids out there. "	"Ada banyak anak di luar sana"	IS
140.	403/TS4/01:16:10,23 3 --> 01:16:14,069	Well, if you sit on a shelf the rest of your life, you'll never find out, will you?	Jika kau duduk dalam lemari seumur hidupmu, kau tak akan pernah bisa tahu 'kan?	SS

141.	406/TS4/01:18:09,72 7 --> 01:18:11,394	This is <b>the fastest way</b> to the carousel.	Ini <b>jalan tercepat</b> ke kuda putar.	SS
		This is the fastest way to <b>the carousel.</b>	Ini jalan tercepat ke <b>kuda putar.</b>	US
142.	407/TS4/01:18:11,56 2 --> 01:18:12,687	You made the last jump.	Lompatanmu sebelumnya berhasil	SS
143.	409/TS4/01:18:20,40 4 --> 01:18:22,363	He's the toy that went on to crash 40 feet into that target!	Dia mainan yang mampu melompat 40 kaki menuju sasaran itu!	SS
144.	412/TS4/01:19:09,91 2 --> 01:19:10,912	All right, our turn!	Baik, giliran kita!	SS
145.	420/TS4/01:21:10,03 2 --> 01:21:12,951	This is <b>the most noble thing</b> a toy can do.	Ini <b>hal terhormat</b> yang bisa dilakukan mainan.	SS
		This is the most noble thing a <b>toy can do.</b>	Ini hal terhormat yang <b>bisa dilakukan mainan.</b>	SS
146.	427/TS4/01:27:28,95 2 --> 01:27:30,369	So long, Forky.	Sampai jumpa, Forky.	CS
147.	428/TS4/01:28:27,84 4 --> 01:28:30,012	And beyond.	Dan melampauinya.	CS
148.	429/TS4/01:30:25,67 0 --> 01:30:27,087	All right. Nice job, gang!	Baik. Tugas bagus, semuanya!	SS

Notes:

SS = Structure Shift

US = Unit Shift

CS = Class Shift

IS = Intra-System Shift

### Appendix 3 Analysis Description of Category Shift

1. 2/TS4/00:01:20,331 --> 00:01:21,99

SL: Jessie. Buzz. Slink. **Molly's room.**

TL: Jessie. Buzz. Slink. ke **kamar Molly**

Shift in this datum is structure shift. In the datum above, it can be seen that the noun phrase **Molly's room** is translated into noun phrase **kamar Molly**. The noun phrase **Molly's room** is constituted by modifier (Molly's) + head (room). In the TL, the noun phrase **kamar Molly** consists of head (kamar) + and modifier (Molly). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

2. 3/TS4/00:01:22,166 --> 00:01:24,292

SL1: **The rest of you.**

SL1: **Sisanya**

SL2: **Stay put.**

TL2: **Tetap di sini!**

There are two types of shift in this datum. They are intra-system shift and class shift. SL1 and TL1 is intra-system shift. It can be seen in noun phrase **the rest of you** which is translated into word **sisanya**. From this data, the words **the** and **you** are changed into morpheme **-nya** in word **sisanya**. In English language, the function of definite article is aimed to point specific word. Just like the target text, the morpheme **-nya** refers to the specific noun. This changing of grammatical pattern in the word above is called by intra-system shift.

Then, SL2 and TL2 is class shift. It can be seen that the verb phrase **stay put** is translated into two words **tetap** and **di sini**. Actually, there is no problem in this changing. Because when the verb phrase **stay put** is translated as the actual meaning of each word (**stay** and **put**), the meaning becomes not appropriate and natural. In this datum, the verb **put** is translated into an adverb of place **di sini**. The changing of this verb into adverb is called class shift.

3. 5/TS4/00:01:47,650 --> 00:01:48,984

SL1: **Lost toy.**

TL1: **Mainan hilang**

SL2: **Side yard.**

TL2: **Halaman samping.**

Shift in this datum is structure shift. In the datum above, there are two noun phrases. The noun phrase in SL1 **lost toy** is translated into noun phrase **mainan hilang**. The noun phrase **lost toy** is constituted by modifier (lost) + head (toy). In the TL1, the noun phrase **mainan hilang** consists of head (mainan) + and modifier (hilang). While in SL2 the noun phrase **side yard** is translated into noun phrase **halaman samping**. The noun phrase **side yard** is constituted by modifier (side) + head (yard). In the TL1, the noun phrase **halaman samping** consists of head (halaman) + and modifier (samping). The sequence of noun phrase is changed. This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of these two noun phrases pattern is called structure shift.

4. 6/TS4/00:01:52,863 --> 00:01:54,447

SL: They have **names**? You never told me that.

TL: Mereka punya **nama**? Kau tak pernah bilang.

Shift in this datum is intra-system shift. In the datum above it be seen that the word **names** belong to plural noun which is translated into singular noun **nama** in the target language. This shift happens because of the difference of grammatical system between both SL and TL. Translating the word **names** into **nama-nama** in this context does not sound natural in Bahasa Indonesia. The changing of noun form is called intra-system shift.

5. 10/TS4/00:02:37,867 --> 00:02:39,117

SL: **Hang on**, R.C.!

TL: **Bertahanlah**, R.C.!

Shift in this datum is unit shift. The datum above shows that the source text is an imperative sentence in the form of a verb phrase. The target text version of it is represented by a single word acting as a verb. Even though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from the verb phrase into the verb is a unit shift.

6. 12/TS4/00:04:01,200 --> 00:04:02,867

SL: We'll sneak in **the hedges** before he's back.

TL: Kita menyelinap di **semak** sebelum dia kembali.

Shift in this datum is intra-system shift. In the datum above, it be seen that the noun in the noun phrase **the hedges** belong to plural noun which is translated into singular noun **semak** in the target language. This shift happens because of the difference of grammatical system between both SL and TL. But it is common if word **hedges** were translated into **semak-semak**. It is only the translator preference. The changing of this noun form is called intra-system shift.

7. 16/TS4/00:04:38,112 --> 00:04:41,114

SL: And **that box** gets taken away.

TL: Dan **kotak itu** dibawa pergi.

Shift in this datum is structure shift. In the datum above, it can be seen that the noun phrase **that box** is translated into noun phrase **kotak itu**. The noun phrase **that box** is constituted by modifier (that) + head (box). In the TL, the noun phrase **kotak itu** consists of head (kotak) + and modifier (itu). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

8. 17/TS4/00:07:47,760 --> 00:07:49,093

SL: **Keep it to a dull roar**, Rex.

TL: **Jangan berteriak**, Rex.

Shift in this datum is structure shift. In the datum above, it can be seen that sentence **keep it toa dull roar** is translated into sentence **jangan berteriak**. Both TL and SL version of this datum are imperative sentence. Meanwhile, the sentence **keep it to a dull roar** is a command sentence but the sentence **jangan berteriak** is a prohibition sentence. The changing of this sentence pattern is called structure shift.

9. 18/TS4/00:07:49,261 --> 00:07:50,887

SL: **Deep breaths**, Jessie. Deep breaths.

TL: **Tarik nafas yang dalam**, Jessie. Tarik nafas yang dalam.

Shift in this datum is structure shift. It can be seen that the noun phrase **deep breaths** is translated into a noun phrase **nafas yang dalam**. Before going to break down the data, it must be clearly explained that the noun phrase **deep breaths**,

in the researcher's opinion, is not complete sentence. The complete version one is **take a deep breath**. Because this data is from spoken English, it is common when the speaker sometimes does not produce the utterance grammatically correct.

The noun phrase **deep breaths** is constituted by modifier (deep) + head (breaths). In the TL, the noun phrase **nafas yang dalam** consists of head (nafas) + and modifier (yang dalam). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

10. 19/TS4/00:07:50,971 --> 00:07:52,388

SL: **Settle down**, Slink!

TL: **Tenanglah**, Slink!

Shift in this datum is unit shift. The datum above shows that the source text is an imperative sentence in the form of a verb phrase while the target text version of it is represented by a single word acting as a verb. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from the verb phrase into the verb is a unit shift.

11. 20/TS4/00:07:52,473 --> 00:07:53,681

SL: Sit. **Good boy!**

TL: Duduklah. **Anjing pintar!**

Shift in this datum is structure shift. In the datum above, it can be seen that the noun phrase **good boy** is translated into noun phrase **anjing pintar**. The noun phrase **good boy** is constituted by modifier (good) + head (boy). In the TL, the noun phrase **anjing pintar** consists of head (anjing) + and modifier (pintar). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

12. 21/TS4/00:07:55,017 --> 00:07:56,851

SL: No, no. My guys are **veterans**. They'll hang in there.

TL: Tidak. Teman - temanku sudah **ahli**. Mereka bisa bertahan.

Shift in this datum is intra-system shift. In the datum above, it can be seen that the noun **veterans** belongs to plural noun which is translated into singular noun **ahli** in the target language. This shift happens because of the difference of grammatical system between both SL and TL. It will sound unnatural and not appropriate when the word **veterans** is translated by repeating the word **ahli** into **ahli-ahli**. The changing of this noun form is called intra-system shift.

13. 27/TS4/00:08:17,664 --> 00:08:18,748

SL: **Wind 'em if you got 'em.**

TL: **Bersemangatlah!**

Shift in this datum is unit shift. The datum above shows that the source text is an imperative sentence in the form of a sentence. While the target text version of it is represented by a single word acting as a verb. Because they are patterned differently in the unit, so, this replacement from the sentence into a single word, that is verb, is called as unit shift.

14. 28/TS4/00:08:18,832 --> 00:08:20,792

SL: **Keep your batteries clean**, your joints unlocked...

TL: **Bersihkan bateraimu**, supaya kabel kalian tak terlihat...

In this datum, there are three kinds of shift. They are unit shift, structure shift and intra-system shift. The unit shift is found in the verb phrase **keep ... clean** and a word **bersihkan**. This verb phrase is an imperative sentence in the form of verb phrase. While the target language of it is represented by a single word acting as a verb. Because they are patterned differently in the unit, so this replacement from verb phrase into a single word, that is verb, is called as unit shift.

The structure shift of this datum is found in the noun phrase **your batteries**. In this datum, it can be seen that the noun phrase **your batteries** is translated into noun phrase **bateriamu**. The noun phrase **your batteries** is constituted by modifier (your) + head (batteries). In the TL, the noun phrase **bateraimu** consists of head (baterai) + and modifier (-mu). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian.

The changing of this noun phrase pattern is called structure shift.

The intra-system shift is found in the noun phrase **your batteries**. In this datum, it can be seen that the noun phrase **your batteries** belong to plural noun which is translated into singular noun **bateraimu** in the target language. This shift happens because of the difference of grammatical system between both SL and TL. But it is common if word **your batteries** were translated into **baterai-bateraimu**. It is only the translator's preference. The changing of this noun phrase form is called intra-system shift.

15. 29/TS4/00:08:22,044 --> 00:08:24,295

SL: Yes, **I'm sorry**. You're right, you're right.

TL: Ya, **maaf**. Kau benar, kau benar.

Shift in this datum is unit shift. The datum above shows that the source text is a sentence in the form of a subject+be+compliment (adjective) while the target text version of it is represented by a single word acting as a noun. This replacement from a sentence into a single word, that is noun, is a unit shift.

16. 30/TS4/00:09:09,591 --> 00:09:10,967

SL: **I don't know**. I don't keep count.

TL: **Entahlah**, aku tak menghitungnya.

Shift in this datum is unit shift. The datum above shows that the source text is a sentence in the form of a subject+do+not+verb while the target text version of it is represented by a single word acting as an adverb. This replacement from a sentence into a single word, that is adverb, is a unit shift.

17. 32/TS4/00:09:14,888 --> 00:09:15,888

SL: It's been a **while**.

TL: Itu sudah **lama**.

Shift in this datum is class shift. It can be seen that the noun **while** is translated into the adjective **lama**. The changing of this noun into an adjective is called class shift

18. 33/TS4/00:10:03,896 --> 00:10:05,897

SL: Oh, **come on**, I'm fine. No problem.

TL: Oh, **ayolah**, aku baik saja. Tak masalah.

Shift in this datum is unit shift. The datum above shows that the source text is a sentence in the form of a verb phrase. The target text version of it is represented by a single word acting as a verb. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from the verb phrase into the verb is a unit shift.

19. 34/TS4/00:10:07,232 --> 00:10:08,316

SL: Oh, **thanks**, Jessie.

TL: Oh, **terima kasih** Jessie.

Shift in this datum is unit shift. The datum above shows that the source text is a noun. The target text version of it is represented two word acting as a noun phrase. Though both are in the same class, that is noun, they are patterned differently in the unit. So, this replacement from the noun into the noun phrase is a unit shift.

20. 35/TS4/00:10:16,783 --> 00:10:17,783

SL: **Excuse me**, Dolly?

TL: **Permisi**, Dolly?

Shift in this datum is unit shift. The datum above shows that the source text is a sentence in the form of verb+object. The target text version of it is represented by a single word acting as a noun. This replacement from the verb phrase into the verb is a unit shift.

21. 36/TS4/00:10:20,412 --> 00:10:21,412

SL: Yeah, I know, I know. **It's just...**

TL: Ya, aku tahu, aku tahu, **tapi...**

Shift in this datum is unit shift. The datum above shows that the source text is an incomplete sentence in the form of subject+be+adverb. The target text version of it is represented by a single word acting as a conjunction. This replacement from incomplete sentence into a single word, that is conjunction is a unit shift.

22. 37/TS4/00:10:21,496 --> 00:10:22,663

SL: I **am worried** about Bonnie.

TL: Aku **mengkhawatirkan** Bonnie.

Shift in this datum is unit shift. The datum above shows that the source text is a verb phrase in the form of be+verb.

The target text version of it is represented by a single word acting as a verb. This replacement from verb phrase into a single word, that is verb is a unit shift.

23. 39/TS4/00:10:26,835 --> 00:10:28,502

SL: Yeah, but kindergarten is **so different**.

TL: Ya, tapi TK itu **berbeda**.

Shift in this datum is unit shift. The datum above shows that the source text is an adjective phrase. But in the target text version, it is represented by a single word acting as an adjective. Though both are in the same class, that is adjective, they are patterned differently in the unit. So, this replacement from the adjective phrase into a single word, that is adjective, is called unit shift.

24. 40/TS4/00:10:28,670 --> 00:10:30,213

SL: **It can be too much for a kid**.

TL: **Anak kecil bisa kewalahan**.

There are two kinds of shift in this datum. They are structure shift and intra-system shift. In structure shift, it can be seen that the structure of source text is different from target text. In the source text, the subject of it is a pronoun followed by modal and verb. This sentence is completed by a complement, that is noun and prepositional phrase. Prepositional phrase here consists of preposition (for) and a noun phrase (a kid). But in the target text, the subject of sentence of SL is changed with a noun phrase (anak kecil). This changing of sentence pattern is called structure shift.

The intra-system shift is found in the noun phrase **a kid**. In this datum, it can be seen that the noun phrase **a kid** and **anak kecil** belong to a noun phrase. The point is that the pattern of these two noun phrases is different. The noun phrase **a kid** is formed from an article as a modifier (a) and a noun as a head (kid). While the noun phrase **anak kecil** is formed from a head (anak) and a modifier (kecil). The function of article **a** is to determine the noun **kid**. But in target text, the noun **anak** is modified by an adjective (kecil). This shift happens because of the difference of grammatical system between both SL and TL. But it is common if word **a kid** is translated into **anak kecil** or **seorang anak**. It is only the

translator's preference. The changing of this noun phrase form is called intra-system shift.

25. 41/TS4/00:10:30,297 --> 00:10:32,632

SL: **Having a buddy with them to get through it** can really help things.

TL: **Dia** bisa terbantu jika punya teman bersamanya.

Shift in this datum is unit shift. The data shows that the subject of ST is a noun clause. Thus, the subject in TT is a single word acting as pronoun. Though both are acting as a subject in sentence, they are patterned differently in the unit. This replacement from a noun clause into a single word, that is pronoun, is called unit shift.

26. 42/TS4/00:10:32,716 --> 00:10:34,342

SL: I remember with Andy. I **would go** to school with him...

TL: Aku ingat saat bersama Andy, aku **pergi** ke sekolah bersamanya...

In this datum, there are two sentences. And unit shift in this datum occurs in the second sentence. The datum shows that predicator in ST is a verb phrase. Thus, the predicator in TT is a single word acting as a verb. Though both are acting as a predicator in sentence, they are patterned differently in the unit. This replacement from a verb phrase into a single word, that is verb, is called unit shift.

27. 44/TS4/00:10:39,765 --> 00:10:40,973

SL: But if you **would just...**

TL: Tapi jika kau **bisa....**

Shift in this datum is unit shift. The datum here is an incomplete clause in the form of conjunction+preposition+modal+adverb. The predicator in ST is a verb phrase. Thus, the predicator in TT is a single word acting as a verb. Though both are acting as a predicator in this incomplete clause, they are patterned differently in the unit. This replacement from a verb phrase into a single word, that is verb, is called unit shift.

28. 50/TS4/00:15:18,710 --> 00:15:19,835

SL: No, **of course** not!

TL: **Tentu** tidak!

Shift in this datum is unit shift. The datum shows that a prepositional phrase in ST is translated into a single word acting as adverb. This replacement from a prepositional phrase into a single word, that is adverb, is called unit shift.

29. 52/TS4/00:15:26,635 --> 00:15:28,177

SL: Bonnie **had a great day** in class...

TL: Bonnie **bersenang - senang** di kelas...

Shift in this datum is unit shift. The datum shows that the predicator in SL is a form of verb3+noun phrase. While in TL, the predicator is a single word acting as a verb. Though both are acting as a predicator in this sentence, they are patterned differently in the unit. This replacement from a verb phrase into a single word, that is verb, is called unit shift.

30. 56/TS4/00:15:38,230 --> 00:15:41,148

SL: No, no. She literally made a **new friend**.

TL: Tidak, secara harafiah dia membuat satu **teman baru**.

The structure shift of this datum is found in the noun phrase **new friend**. In this datum, it can be seen that the noun phrase **new friend** is translated into noun phrase **teman baru**. The noun phrase **new friend** is constituted by modifier (new) + head (friend). In the TL, the noun phrase **teman baru** consists of head (teman) + and modifier (baru). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

31. 58/TS4/00:15:43,360 --> 00:15:45,402

SL1: **Come on out**.

TL1: **Keluarlah**.

SL2: **That's it**.

TL2: **Bagus**.

In this datum, shift occurs twice. Both are unit shift. In SL1, the verb phrase **come on out** is translated into a single word acting as a verb **keluarlah** in TL1. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from the verb phrase into the verb is a unit shift.

In SL2, the sentence **that's it** is translated into a single word acting as an adjective **bagus** in TL. Both these two utterances are in different unit. So, this replacement from the verb phrase into the verb is a unit shift.

32. 59/TS4/00:15:45,487 --> 00:15:47,363

SL1: **Come on.**

TL1: **Ayo**

TL2: **There you go.**

TL2: **Bagus.**

In this datum, shift occurs twice. Both are unit shift. In SL1, the verb phrase **come on** is translated into a single word acting as a verb **ayo** in TL1. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from the verb phrase into the verb is a unit shift.

In SL2, the sentence **there you go** is translated into a single word acting as an adjective **bagus** in TL. Both these two utterances are in different unit. So, this replacement from the verb phrase into the verb is a unit shift.

33. 60/TS4/00:15:49,741 --> 00:15:51,575

SL: **Come on**, let's get you out of there.

TL: **Ayo**, mari keluar dari sana.

Shift in this datum is a unit shift. In SL, the verb phrase **come on** is translated into a single word acting as a verb **ayo** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from the verb phrase into the verb is a unit shift.

34. 63/TS4/00:15:55,205 --> 00:15:58,290

SL: Everyone, **I want you to meet Forky.**

TL: Semuanya, **perkenalkan Forky.**

Shift in this datum is structure shift. the datum shows. In this datum, it can be seen that a declarative sentence **I want you to meet Forky** is translated into an imperative sentence **perkenalkan Forky**. This changing from declarative sentence into an imperative sentence happens due to the translator's preference in choosing sentence style in translating this sentence. This changing is called structure shift.

35. 65/TS4/00:16:04,297 --> 00:16:06,173

SL: No, **toys.**

TL: Tidak, **mainan.**

Shift in this datum is intra-system shift. In this datum, it can be seen that the noun **toys** belong to plural noun which is translated into singular noun **mainan** in the target language. This shift happens because of the difference of grammatical

system between both SL and TL. But it is common if word **toys** were translated into **mainan-mainan**. It is only the translator's preference. The changing of this noun phrase form is called intra-system shift.

36. 66/TS4/00:16:06,341 --> 00:16:08,259

SL: They're **all toys**.

TL: Mereka **semua mainan**.

Shift in this datum is intra-system shift. In this datum, it can be seen that the noun phrase **all toys** belong to plural noun which is translated into plural noun **semua mainan** in the target language. This shift happens because of the difference of grammatical system between both SL and TL. In TL, when a noun is modified with an expression of quantity like word **semua**, the noun cannot be followed by its repetition. The changing of this noun phrase form is called intra-system shift.

37. 69/TS4/00:16:13,807 --> 00:16:14,974

SL: These are **your friends**.

TL: Mereka **semua temanmu**.

Shift in this datum is intra-system shift. In this datum, it can be seen that the noun phrase **your friends** belong to plural noun which is translated into plural noun **semua temanmu** in the target language. This shift happens because of the difference of grammatical system between both SL and TL. In TL, when a noun is modified with an expression of quantity like word **semua**, the noun cannot be followed by its repetition. The changing of this noun phrase form is called intra-system shift.

38. 71/TS4/00:16:27,112 --> 00:16:28,279

SL: Because he **was made** from trash.

TL: Karena dia **dibuat** dari sampah.

Shift in this datum is unit shift. In this datum, the verb phrase **was made** is translated into a single word acting as a verb in passive form **dibuat** in TL. Though these two utterances are being predicator in the sentence, they are in different unit. So, this replacement from the verb phrase into the verb is a unit shift.

39. 72/TS4/00:16:29,447 --> 00:16:32,157  
SL: Look, I know this is a **little strange**, but you gotta trust me on this.

TL: Dengar, aku tahu ini **aneh**, tapi kalian harus mempercayaku.

Sift in this datum is unit shift. In this datum, the adjective phrase **little strange** is translated into a single word acting as an adjective **aneh** in TL. Though these two utterances are being compliment in the sentence, they are in different unit. So, this replacement from the adjective phrase into a single word acting as an adjective is a unit shift.

40. 73/TS4/00:16:33,326 --> 00:16:36,996

SL: Forky is **the most important toy** to Bonnie right now.

TL: Forky adalah **mainan paling penting** bagi Bonnie sekarang.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **the most important toy** is translated into noun phrase **mainan paling penting**. The noun phrase **the most important toy** is constituted by determiner (the) + modifier (most) + modifier (important) + head (toy). In the TL, the noun phrase **mainan paling penting** consists of head (mainan) + modifier (paling) + modifier (penting). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

41. 75/TS4/00:16:48,300 --> 00:16:49,758

SL: I know this is new to **everybody**.

TL: Aku tahu ini baru bagi **kalian semua**.

Sift in this datum is unit shift. In this datum, the noun **everybody** is translated into a noun phrase **kalian semua** in TL. This replacement from the noun into a noun phrase is a unit shift.

42. 76/TS4/00:16:49,843 --> 00:16:52,594

SL: But you should see how much this little guy **means** to Bonnie.

TL: Tapi kalian harus lihat **pentingnya** si kecil ini bagi Bonnie.

Sift in this datum is class shift. In this datum, the verb **means** is translated into a noun **pentingnya** in TL. This changing from a verb into a noun is a class shift.

43. 77/TS4/00:16:52,762 --> 00:16:57,474

SL: When she started playing with him, she had the biggest **smile** on her face.

TL: Saat Bonnie mulai bermain dengannya dia **tersenyum** lebar di wajahnya.

Sift in this datum is class shift. In this datum, the noun **smile** is translated into a verb **tersenyum** in TL. This changing from noun into a verb is a class shift.

44. 80/TS4/00:17:00,186 --> 00:17:03,480

SL: And I swear, once she made Forky, it was a **complete transformation**.

TL: Dan sumpah, begitu dia membuat Forky dia **berubah total**.

Sift in this datum is class shift. In this datum, the noun phrase **complete transformation** is translated into a verb **berubah total** in TL. This changing from noun into a verb is a class shift.

45. 83/TS4/00:17:12,866 --> 00:17:14,366

SL: Oh, **Chutes and Ladders!**

TL: Oh, **astaga!**

Sift in this datum is class shift. In this datum, the noun **Chutes and Ladders** is translated into an interjection **astaga** in TL. This changing from noun into an interjection is a class shift.

46. 85/TS4/00:17:16,786 --> 00:17:18,078

SL: You're a toy now, Forky! **Come on!**

TL: Sekarang kau mainan, Forky! **Ayolah!**

Shift in this datum is unit shift. In SL, the verb phrase **come on** is translated into a single word acting as a verb **ayolah** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from the verb phrase into the verb is a unit shift.

47. 87/TS4/00:17:19,331 --> 00:17:20,789

SL: Hey! No, no, no! **Come on!**

TL: Hei! Tidak, tidak, **ayolah!**

Shift in this datum is unit shift. In SL, the verb phrase **come on** is translated into a single word acting as a verb **ayolah** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from the verb phrase into the verb is a unit shift.

48. 93/TS4/00:18:53,216 --> 00:18:55,717

SL: No. No, no. **I got it**, I got it.

TL: Tidak, tidak, **biar aku saja**. Biar aku saja.

Shift in this datum is structure shift. In this datum, it can be seen that a declarative sentence **I got it** is translated into an imperative sentence **biar aku saja**. This changing from declarative sentence into an imperative sentence happens due to the translator's preference in choosing sentence style in translating this sentence. This changing is called structure shift.

49. 94/TS4/00:18:56,177 --> 00:18:57,970

SL: We'll just be stuck in **an RV**.

TL: Kita semua harus menyelinap masuk **mobil**.

Shift in this datum is intra-system shift. In this datum, it can be seen that the noun phrase **an RV** belong to singular noun which is translated into singular noun **mobil** in the target language. Intra-system shift happens because of the difference of grammatical sentence of English and Indonesian. But here, both noun in ST and TT are singular noun. The point is that in TT, the translator does not translate the determiner **an** to determine the noun. The changing of this noun phrase form is called intra-system shift.

50. 95/TS4/00:18:58,138 --> 00:18:59,805

SL: He can't get far. **I got this**.

TL: Dia tak bisa pergi jauh. **Biar kutangani**.

Shift in this datum is structure shift. In this datum, it can be seen that a declarative sentence **I got this** is translated into an imperative sentence **biar kutangani**. This changing from declarative sentence into an imperative sentence happens due to the translator's preference in choosing sentence style in translating this sentence. This changing is called structure shift.

51. 96/TS4/00:18:59,889 --> 00:19:00,889

SL: **I got it.**

TL: **Biar kutangani.**

Shift in this datum is structure shift. In this datum, it can be seen that a declarative sentence **I got this** is translated into an imperative sentence **biar kutangani**. This changing from declarative sentence into an imperative sentence happens due to the translator's preference in choosing sentence style in translating this sentence. This changing is called structure shift.

52. 98/TS4/00:21:04,389 --> 00:21:05,389

SL: **I don't know, Buzz.**

TL: **Entahlah, Buzz.**

Shift in this datum is unit shift. In SL, the sentence **I don't know** is translated into a single word **entahlah** in TL. So, this replacement from the sentence into a single word is a unit shift.

53. 105/TS4/00:21:31,624 --> 00:21:32,666

SL: **Me.**

TL: **Suara diriku.**

Shift in this datum is unit shift. In SL, a single word acting as an object pronoun **me** is translated into a noun phrase **suara diriku** in TL. So, this replacement from a single word acting as a pronoun into a noun phrase is a unit shift.

54. 106/TS4/00:21:32,834 --> 00:21:34,126

SL: You know, **my conscience?**

TL: Kau tahu, **alam bawah sadarku.**

In this datum, there are two kind of shift. They are unit shift and structure shift. Unit shift in this datum is found in a noun **conscience**. This single word is translated into a noun phrase **alam bawah sadar** in TL. So, this replacement from a single word acting as noun into a noun phrase is a unit shift.

Structure shift in this datum is found in a noun phrase **my conscience**. In this datum, it can be seen that the noun phrase **my conscience** is translated into noun phrase **alam bawah sadarku**. The noun phrase **my conscience** is constituted by modifier (my) + head (conscience). In the TL, the noun phrase **alam bawah sadarku** consists of head (alam bawah sadar) +

and modifier (-ku). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

55. 115/TS4/00:22:19,839 --> 00:22:21,089

SL: I'll meet you at **the RV park**.

TL: Kutemui kalian di **taman mobil**.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **the RV park** is translated into noun phrase **taman mobil**. The noun phrase **the RV park** is constituted by determiner (the) + modifier (RV) + head (park). In the TL, the noun phrase **taman mobil** consists of head (taman) + modifier (mobil). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

56. 125/TS4/00:23:29,325 --> 00:23:30,617

SL: No, **not her pillow**.

TL: Tidak, **itu bantalnya**.

Shift in this datum is unit shift. In SL, a noun phrase **not her pillow** is translated into a sentence **itu bantalnya** in TL. So, this replacement from a noun phrase into a sentence is unit shift.

57. 130/TS4/00:23:39,168 --> 00:23:43,588

SL: **You are going to help** create happy memories that will last for the rest of her life.

TL: **Kau akan membantunya** membuat ingatan bahagia yang terus bertahan seumur hidupnya.

Shift in this datum is structure shift. In this datum, it can be seen that the sentence **you are going to help** is a present continuous sentence. That sentence is translated into a future sentence **kau akan membantunya**. The sentence **you are going to help** is constituted by subject (you) + be (are) + Ving (going) + to infinitive (to help). In the TL, the sentence **kau akan membantunya** consists of subject (kau) + modal (akan) + verb1 (membantunya). This changing of sentence sequence happens due to the translator's preference. The changing of sentence sequence is called structure shift.

58. 133/TS4/00:23:52,557 --> 00:23:55,726

SL: Okay, like it or not, you are **a toy**.

TL: Baik, suka atau tidak, Kau itu **mainan**.

Shift in this datum is intra-system shift. In the datum above, it can be seen that the noun **a toy** belongs to singular noun which is translated into singular noun **mainan** in the target language. This shift happens because of the translator's preference. It is common if the translation of the determiner **a** is not written in the target text. The changing of this noun form is called intra-system shift.

59. 136/TS4/00:24:03,484 --> 00:24:04,526

SL: I **mean**, Bonnie.

TL: **Maksudku**, Bonnie.

Sift in this datum is class shift. In this datum, the verb **mean** is translated into a noun **maksudku** in TL. This changing from a verb into a noun is a class shift.

60. 138/TS4/00:24:06,446 --> 00:24:08,113

SL: That is **your job**.

TL: Itu **tugasmu**.

The structure shift of this datum is found in the noun phrase **your job**. In this datum, it can be seen that the noun phrase **your job** is translated into noun phrase **tugasmu**. The noun phrase **your job** is constituted by modifier (your) + head (job). In the TL, the noun phrase **tugasmu** consists of head (tugas) + and modifier (-mu). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

61. 141/TS4/00:24:22,795 --> 00:24:24,629

SL: Andy was **my other kid**.

TL: Andy itu **anak-ku yang lain**.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **my other kid** is translated into a noun phrase **anakku yang lain**. The noun phrase **my other kid** is constituted by modifier (my) + modifier (other) + head (kid). In the TL, the noun phrase **anakku yang lain** consists of head (anak) + modifier (-ku) + modifier (yang lain). This changing of sentence sequence happens due to the

difference of grammatical structure. The changing of noun phrase sequence is called structure shift.

62. 143/TS4/00:24:28,342 --> 00:24:29,885

SL: For **a long time**.

TL: Dalam **waktu lama**.

Shift in this datum is intra-system shift. In the datum above, it can be seen that the noun phrase **a long time** belongs to singular noun which is translated into singular noun phrase **waktu lama** in the target language. This shift happens due to the different linguistic system between English and Indonesian. It would sound unnatural and not appropriate when the ST is translated into **sebuah waktu yang lama**. The changing of this noun form is called intra-system shift.

63. 144/TS4/00:24:31,387 --> 00:24:33,096

SL: And it was **pretty great**.

TL: Dan itu **menyenangkan**.

Shift in this datum is class shift. In this datum, the noun phrase **pretty great** is translated into a verb **menyenangkan** in TL. This changing from noun into a verb is a class shift.

64. 145/TS4/00:24:34,056 --> 00:24:36,141

SL: I was **a favorite toy**, actually.

TL: Sebenarnya aku **mainan kesukaannya**.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **a favorite toy** is translated into noun phrase **mainan kesukaannya**. The noun phrase **a favorite toy** is constituted by determiner (a) + modifier (favorite) + head (toy). In the TL, the noun phrase **mainan kesukaannya** consists of head (mainan) + modifier (kesukaannya) + determiner(-nya). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. In this context, the suffix -nya refers to Andy. The changing of this noun phrase pattern is called structure shift.

65. 146/TS4/00:24:37,393 --> 00:24:39,478

SL: Running the room was **my job**.

TL: Berlarian di kamar sudah jadi **tugasku**.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **my job** is translated into noun phrase **tugasku**. The noun phrase **my job** is constituted by modifier (my) + head (job). In the TL, the noun phrase **tugasku** consists of head (tugas) + modifier (-ku). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

66. 149/TS4/00:24:46,944 --> 00:24:48,570

SL: That's exactly what I thought when he first **showed up**.

TL: Itu yang kupikirkan saat pertama kali dia **muncul**.

Shift in this datum is unit shift. In SL, a verb phrase **showed up** is translated into a single word acting as a verb **muncul** in TL. So, this replacement from a verb phrase into a single word acting a verb is unit shift.

67. 151/TS4/00:24:53,367 --> 00:24:56,995

SL: Well, then you watch '**em** grow up and become a full person.

TL: Yah, lalu kau melihat**nya** tumbuh besar dan jadi orang dewasa.

Shift in this datum is intra-system shift. In the datum above, it can be seen that the object pronoun '**em (them)** is translated into a suffix **-nya** referring to a third person in the target language. This shift happens because of the different grammatical system between English and Indonesian. The changing of this noun form is called intra-system shift.

68. 152/TS4/00:24:58,956 --> 00:25:00,540

SL: And then **they** leave.

TL: Lalu **dia** pergi.

Shift in this datum is intra-system shift. In the datum above, it can be seen that the subject pronoun **they** is translated into third person subject pronoun **dia** in the target language. This shift happens because of the different grammatical system between English and Indonesian. It is also caused by the context of this sentence. The pronoun **they** refers to the general people. While the pronoun **dia**

refers to a certain person, Andy. The changing of this noun form is called intra-system shift.

69. 153/TS4/00:25:00,708 --> 00:25:02,959

SL: They **go off** and do things you'll never see.

TL: Dia **pergi** dan melakukan hal yang tak bisa kau lihat.

Unit shift in this datum is found in the verb phrase **go off**. In SL, the verb phrase **go off** is translated into a single word acting as a verb **pergi** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from the verb phrase into the verb is a unit shift.

70. 155/TS4/00:25:08,132 --> 00:25:14,054

SL: But then somehow you find yourself, after all those years, **sitting** in a closet just feeling...

TL: Lalu, kau mendapati dirimu, setelah bertahun - tahun ini, **disimpan** di lemari dan merasa...

Shift in this datum is structure shift. In this datum, it can be seen that the verb in active continuous form **sitting** is translated into a passive voice verb **disimpan**. The changing of this verb form is called structure shift.

71. 158/TS4/00:25:24,357 --> 00:25:25,357

SL: **You do?**

TL: **Sungguh?**

Shift in this datum is unit shift. This datum shows that the interrogative sentence **you do** is translated into a single word acting as an adverb **sungguh** in TL. So, this replacement from the sentence into a single word acting as an adverb is unit shift.

72. 160/TS4/00:25:30,029 --> 00:25:31,446

SL: **Ew.**

TL: **Jijik.**

Shift in this datum is class shift. In this datum, the interjection **ew** is translated into an adjective **jijik** in TL. This changing from interjection into an adjective is class shift.

73. 166/TS4/00:25:51,175 --> 00:25:52,259

SL: **Uh-huh.**

TL: **Benar.**

Shift in this datum is class shift. In this datum, the interjection **uh-huh** is translated into an adjective **benar** in TL. This changing from interjection into an adjective is class shift.

74. 171/TS4/00:26:06,774 --> 00:26:07,816

SL: Forky, **slow down!** Forky!

TL: Forky, **pelanlah!** Forky!

Shift in this datum is unit shift. This datum shows that the noun phrase **slow down** is translated into a single word acting as a verb **pelanlah** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a single word acting as a verb is unit shift.

75. 175/TS4/00:27:23,643 --> 00:27:25,935

SL: I know, I know. But **my friend** might be in there.

TL: Aku tahu, aku tahu. Tapi **temanku** mungkin ada di sana.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **my friend** is translated into noun phrase **temanku**. The noun phrase **my friend** is constituted by modifier (my) + head (friend). In the TL, the noun phrase **temanku** consists of head (teman) + modifier (-ku). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

76. 176/TS4/00:27:27,355 --> 00:27:28,855

SL: Oh, **a friend**, uh...

TL: Oh, **teman**...

Shift in this datum is intra-system shift. In the datum above, it can be seen that the noun phrase **a friend** belongs to singular noun which is translated into singular noun phrase **teman** in the target language. This shift happens due to the different linguistic system between English and Indonesian. But it is okay when the translator would to use the word **seorang** to translate the determiner **a**. The changing of this noun form is called intra-system shift.

77. 177/TS4/00:27:29,023 --> 00:27:30,523

SL: Well, **a friend** is...

TL: Yah, **teman** itu...

Shift in this datum is intra-system shift. In the datum above, it can be seen that the noun phrase **a friend** belongs to singular noun which is translated into singular noun phrase **teman** in the target language. This shift happens due to the different linguistic system between English and Indonesian. But it is okay when the translator would to use the word **seorang** to translate the determiner **a**. The changing of this noun form is called intra-system shift.

78. 178/TS4/00:27:30,691 --> 00:27:32,067

SL: Well, **a friend** is like you and me.

TL: Yah, **teman** itu seperti kau dan aku.

Shift in this datum is intra-system shift. In the datum above, it can be seen that the noun phrase **a friend** belongs to singular noun which is translated into singular noun phrase **teman** in the target language. This shift happens due to the different linguistic system between English and Indonesian. But it is okay when the translator would to use the word **seorang** to translate the determiner **a**. The changing of this noun form is called intra-system shift.

79. 181/TS4/00:27:38,366 --> 00:27:40,367

SL: Yeah, we'll have you back before she wakes up. **Come on.**

TL: Ya, kita harus kembali sebelum dia bangun. **Ayo.**

Shift in this datum is unit shift. This datum shows that the noun phrase **come on** is translated into a single word acting as a verb **ayo** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a single word acting as a verb is unit shift.

80. 189/TS4/00:28:18,656 --> 00:28:19,823

SL: **Come on**, let's go.

TL: **Ayo**, mari pergi.

Shift in this datum is unit shift. This datum shows that the verb phrase **come on** is translated into a single word acting as a verb **ayo** in TL. Though both are in the same

class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a single word acting as a verb is unit shift.

81. 190/TS4/00:28:37,091 --> 00:28:39,384  
SL: Uh... (CHUCKLES NERVOUSLY) Hey, **howdy**.  
TL: Hei, **apa kabar?**

Shift in this datum is unit shift. This datum shows that a word **howdy** is translated into a sentence **apa kabar** in TL. Though both are in the same function, that is an interrogation, they are patterned differently in the unit. So, this replacement from a single word into a sentence is unit shift.

82. 191/TS4/00:28:39,552 --> 00:28:40,635  
SL: Hey **there**.  
TL: Hei, **kau**.

Shift in this datum is class shift. In this datum, the adverb **there** is translated into a pronoun **kau** in TL. This changing from adverb into a pronoun is class shift.

83. 194/TS4/00:28:59,739 --> 00:29:00,739  
SL: **This is** Forky.  
TL: **Dia** Forky.

Shift in this datum is intra-system shift. In the datum above, it can be seen that the sentence **this is forky** is translated into a sentence **dia forky** in the target language. The pronoun **this** is to refer to person, object, or idea. Usually it is translated into **ini** in Indonesian. Because in this context the pronoun **this** refers to **forky** which is an alive thing, so in TT, **this** is translated into pronoun **dia** which is actually the translation of pronoun **he**. This shift happens due to the different linguistic system between English and Indonesian. The replacement of pronoun is called intra-system shift.

84. 195/TS4/00:29:02,116 --> 00:29:03,908  
SL: **Our kid** made him.  
TL: **Anak kami** yang membuatnya.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **our kid** is translated into noun phrase **anak kami**. The noun phrase **our kid** is

constituted by modifier (our) + head (kid). In the TL, the noun phrase **anak kami** consists of head (anak) + modifier (kami). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

85. 197/TS4/00:29:09,582 --> 00:29:12,292

SL: But we are looking for a **lost toy**.

TL: Tapi kami mencari **satu mainan yang tersesat**.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **a lost toy** is translated into noun phrase **satu mainan yang tersesat**. The noun phrase **a lost toy** is constituted by modifier (a) + modifier (lost) + head (toy). In the TL, the noun phrase **satu mainan yang hilang** consists of modifier (satu) + head (mainan) + modifier (yang hilang). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

86. 200/TS4/00:29:17,465 --> 00:29:19,674

SL: **You do?**

TL: **Sungguh?**

Shift in this datum is unit shift. This datum shows that the interrogative sentence **you do** is translated into a single word acting as an adverb **sungguh** in TL. So, this replacement from the sentence into a single word acting as an adverb is unit shift.

87. 203/TS4/00:29:38,027 --> 00:29:40,069

SL: Uh... (CLEARS THROAT) Thank you for **your help**.

TL: Terima kasih atas **bantuanmu**.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **your help** is translated into noun phrase **bantuanmu**. The noun phrase **your help** is constituted by modifier (your) + head (help). In the TL, the noun phrase **bantuanmu** consists of head (bantuan) + modifier (-mu). This changing of noun phrase sequence happens due to the different linguistic system between

English and Indonesian. The changing of this noun phrase pattern is called structure shift.

88. 223/TS4/00:36:32,816 --> 00:36:34,942

SL: Wait, you're **a lost toy**?

TL: Tunggu, kau **mainan yang hilang**?

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **a lost toy** is translated into noun phrase **mainan yang hilang**. The noun phrase **a lost toy** is constituted by modifier (a) + modifier (lost) + head (toy). In the TL, the noun phrase **mainan yang hilang** consists of head (mainan) + modifier (yang hilang). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

89. 224/TS4/00:36:35,110 --> 00:36:36,319

SL: That's **awful**.

TL: Itu **mengerikan**.

Shift in this datum is class shift. In this datum, the adjective **awful** is translated into a verb **mengerikan** in TL. This changing from adjective into a verb is class shift.

90. 225/TS4/00:36:36,778 --> 00:36:41,991

SL: I mean, **awfully great** that you are lost out here.

TL: Maksudku, **sangat mengerikan** kalau kau tersesat di luar sini.

Shift in this datum is class shift. In this datum, the adverbial phrase **awfully great** is translated into a verb phrase **sangat mengerikan** in TL. This changing from adverbial phrase into a verb phrase is class shift.

91. 237/TS4/00:37:19,029 --> 00:37:20,196

SL: Where did you get **all this stuff**?

TL: Dari mana kalian dapat **semua benda ini**?

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **all this stuff** is translated into noun **semua benda ini**. The noun phrase **all this stuff** is constituted by modifier (all) + modifier (this) + head (stuff). In the TL, the noun phrase **semua benda ini** consists of modifier (semua) + head (benda) + modifier (ini). This

changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

92. 242/TS4/00:38:31,476 --> 00:38:33,144

SL: Bo, I need to get back to **my kid**.

TL: Bo, aku harus kembali ke **anak-ku**.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **my kid** is translated into noun phrase **anakku**. The noun phrase **my kid** is constituted by modifier (my) + head (kid). In the TL, the noun phrase **anakku** consists of head (anak) + modifier (-ku). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

93. 244/TS4/00:38:49,745 --> 00:38:51,662

SL: No, no, no. He **went off** to college.

TL: Tidak, tidak, dia **pergi** kuliah.

Shift in this datum is unit shift. This datum shows that the verb phrase **went off** is translated into a single word acting as a verb **pergi** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a single word acting as a verb is unit shift.

94. 247/TS4/00:38:57,377 --> 00:38:59,920

SL: **Her other toy** is trapped in this antique store, and I have to...

TL: **Mainannya yang lain** terjebak di Toko barang antik dan aku harus...

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **her other toy** is translated into noun phrase **mainannya yang lain**. The noun phrase **her other toy** is constituted by modifier (her) + modifier (other) + head (toy). In the TL, the noun phrase **mainannya yang lain** consists of head (mainan) + modifier (-nya) + modifier (yang lain). This changing of noun phrase sequence happens due to the different linguistic system between

English and Indonesian. The changing of this noun phrase pattern is called structure shift.

95. 250/TS4/00:39:10,640 --> 00:39:12,099

SL: Oh, Bo, that's **awful**.

TL: Oh, Bo, itu **mengerikan**.

Shift in this datum is class shift. In this datum, the adjective **awful** is translated into a verb **mengerikan** in TL. This changing from adjective into a verb is class shift.

96. 251/TS4/00:39:12,267 --> 00:39:13,350

SL: But I don't have **a choice**.

TL: Tapi aku tak punya **pilihan**.

Shift in this datum is intra-system shift. In the datum above, it can be seen that the noun phrase **a choice** belongs to singular noun which is translated into singular noun phrase **pilihan** in the target language. This shift happens due to the different linguistic system between English and Indonesian. But it is okay when the translator would to use the word **sebuah** to translate the determiner **a**. The changing of this noun form is called intra-system shift.

97. 252/TS4/00:39:13,435 --> 00:39:15,144

SL: I have to get **that toy** from Gabby.

TL: Aku harus merebut **mainan itu** dari Gabby.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **that toy** is translated into noun phrase **mainan itu**. The noun phrase **that toy** is constituted by modifier (that) + head (toy). In the TL, the noun phrase **mainan itu** consists of head (mainan) + modifier (itu). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

98. 253/TS4/00:39:19,483 --> 00:39:21,525

SL: But Bonnie needs **him** to get through kindergarten.

TL: Tapi Bonnie perlu **mainannya** kembali bersamanya di TK.

Shift in this datum is class shift. In this datum, the object pronoun **him** is translated into a noun **mainannya** in TL. This changing from pronoun into a noun is class shift.

99. 255/TS4/00:39:25,739 --> 00:39:29,283  
SL: You see, Bonnie **needs** him just like Molly needed you.  
TL: Kau dengar, Bonnie **membutuhkan** dia seeperti Molly membutuhkanmu.

Shift in this datum is unit shift. This datum shows that the verb phrase **needs** is translated into a single word acting as a verb **membutuhkan** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a single word acting as a verb is unit shift.

100. 259/TS4/00:39:40,170 --> 00:39:43,589  
SL: She was the cutest thing but **so afraid** of the dark.  
TL: Dia anak yang manis tapi **takut** pada kegelapan.

Shift in this datum is unit shift. This datum shows that the adjective phrase **so afraid** is translated into a single word acting as an adjective **takut** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from an adjective phrase into a single word acting as an adjective is unit shift.

101. 262/TS4/00:39:49,054 --> 00:39:51,180  
SL: It **broke** every toy's heart.  
TL: Itu **membuat sedih** hati mainan.

Shift in this datum is unit shift. This datum shows that the verb **broke** is translated into a verb phrase **membuat sedih** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb into a verb phrase is unit shift.

102. 264/TS4/00:39:54,810 --> 00:39:58,604  
SL: **Her lamp** was the only thing that made Molly feel safe.  
TL: **Lampu Bo** satu - satunya yang membuat Molly merasa aman.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **her lamp** is translated into noun phrase **lampu Bo**. The noun phrase **her lamp** is constituted by modifier (her) + head (lamp). In the TL, the noun phrase **lampu Bo** consists of head (lampu) + modifier (Bo). This changing of noun phrase sequence happens due to the different linguistic system between English and

Indonesian. The changing of this noun phrase pattern is called structure shift.

103. 265/TS4/00:39:58,772 --> 00:40:00,773

SL: Mom would let her **keep** Bo **on** all night.

TL: Ibu membiarkan Molly **menyalakan** Bo sepanjang malam.

Shift in this datum is unit shift. This datum shows that the verb phrase **keep on** is translated into a verb **menyalakan** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a verb is unit shift.

104. 267/TS4/00:40:10,117 --> 00:40:12,576

SL: Bo, **my kid** really needs this toy.

TL: Bo, **anak-ku** butuh mainannya.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **my kid** is translated into noun phrase **anakku**. The noun phrase **my kid** is constituted by modifier (my) + head (kid). In the TL, the noun phrase **anakku** consists of head (anak) + modifier (-ku). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

105. 271/TS4/00:44:31,377 --> 00:44:33,128

SL: Bo, why do you **ride around** in a skunk?

TL: Bo, mengapa kau **menaiki** sigung?

Shift in this datum is unit shift. This datum shows that the verb phrase **ride around** is translated into a verb **menaiki** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a verb is unit shift.

106. 277/TS4/00:45:46,744 --> 00:45:47,995

SL: How did you **end up** here?

TL: Bagaimana kau bisa **berakhir** di sini?

Shift in this datum is unit shift. This datum shows that the verb phrase **end up** is translated into a verb **berakhir** in TL. Though both are in the same class, that is verb, they are

patterned differently in the unit. So, this replacement from a verb phrase into a verb is unit shift.

107. 278/TS4/00:45:48,163 --> 00:45:49,580

SL: I thought you were given to **a new family**.

TL: Kukira kau diberikan ke **keluarga baru**.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **a new family** is translated into noun phrase **keluarga baru**. The noun phrase **a new family** is constituted by modifier (a) + modifier (new) + head (family). In the TL, the noun phrase **keluarga baru** consists of head (keluarga) + modifier (baru). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

108. 279/TS4/00:45:55,044 --> 00:45:56,461

SL: Oh, **I'm sorry**, Bo.

TL: Oh, **maafkan aku**, Bo.

Shift in this datum is structure shift. In this datum, it can be seen that a declarative sentence **I'm sorry** is translated into an imperative sentence **maafkan aku**. This changing from declarative sentence into an imperative sentence happens due to the translator's preference in choosing sentence style in translating this sentence. This changing is called structure shift.

109. 283/TS4/00:46:22,864 --> 00:46:24,573

SL: I was looking at **the antique store**.

TL: Aku melihat **toko barang antik**.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **the antique store** is translated into noun phrase **toko barang antik**. The noun phrase **the antique store** is constituted by modifier (the) + modifier (antique) + head (store). In the TL, the noun phrase **toko barang antik** consists of head (toko) + modifier (barang antik). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

110. 284/TS4/00:46:26,701 --> 00:46:27,826

SL: **Countdown** for what?

TL: **Hitung mundur** untuk apa?

Shift in this datum is unit shift. This datum shows that the verb **countdown** is translated into a verb phrase **hitung mundur** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a verb is unit shift.

111. 295/TS4/00:47:32,892 --> 00:47:34,559

SL: Who are **these guys**?

TL: Siapa **mereka**?

Shift in this datum is class shift. In this datum, the noun phrase **these guys** is translated into a pronoun **mereka** in TL. This changing from a noun phrase into a pronoun is class shift.

112. 297/TS4/00:47:39,649 --> 00:47:40,649

SL: All right now, **come on**, stop it!

TL: Ayolah, **cepat**, hentikan!

Shift in this datum is unit shift. In this datum, the verb phrase **come on** is translated into an adjective **cepat** in TL. This changing from a verb phrase into an adjective is class shift.

113. 298/TS4/00:47:40,817 --> 00:47:41,817

SL: **Cut it out** now!

TL: **Hentikan**, sekarang!

Shift in this datum is unit shift. This datum shows that the verb phrase **cut out** is translated into a verb **hentikan** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a verb is unit shift.

114. 300/TS4/00:47:50,076 --> 00:47:52,035

SL: Yeah. Now **let go of** Buzz and come with me.

TL: Ya, **lepaskan** Buzz dan ikutlah denganku.

Shift in this datum is unit shift. This datum shows that the verb phrase **let go off** is translated into a verb **lepaskan** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a verb is unit shift.

115. 302/00:48:01,129 --> 00:48:03,296

SL: **Long story.**

TL: **Ceritanya panjang.**

Shift in this datum is unit shift. This datum shows that the noun phrase **long story** is translated into a sentence **ceritanya panjang** in TL. This replacement from a noun phrase into a sentence is unit shift.

116. 304/TS4/00:49:38,226 --> 00:49:39,810

SL: **Absolutely.** Lead the way.

TL: **Sudah jelas.** Pimpin jalannya.

Shift in this datum is unit shift. This datum shows that the adverb **absolutely** is translated into an adverbial phrase **sudah jelas** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a adverb into an adverbial phrase is unit shift.

117. 316/TS4/00:55:34,748 --> 00:55:36,791

SL: **Excuse me.** Sorry.

TL: **Permisi,** maaf.

Shift in this datum is unit shift. This datum shows that the sentence **excuse me** is translated into a single word acting as a verb **permisi** in TL. This replacement from a sentence into a single word acting as a verb is unit shift.

118. 319/TS4/00:57:03,587 --> 00:57:04,629

SL: **My kid...**

TL: **Anak-ku...**

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **my kid** is translated into noun phrase **anakku**. The noun phrase **my kid** is constituted by modifier (my) + head (kid). In the TL, the noun phrase **anakku** consists of head (anak) + modifier (-ku). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

119. 324/TS4/01:00:12,067 --> 01:00:14,318

SL: You've handled **this lost toy life** better than I could.

TL: Kau menangani **kehidupan mainan hilang** lebih baik dari diriku.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **this lost toy life** is translated into noun phrase **kehidupan mainan hilang**. The noun phrase **this lost toy life** is constituted by modifier (this) + modifier (lost) + modifier (toy) + head (life). In the TL, the noun phrase **kehidupan mainan hilang** consists of head (kehidupan) + modifier (mainan) + modifier (hilang). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

120. 328/TS4/01:00:38,343 --> 01:00:41,220

SL: No. You can't teach **this old toy new tricks**.

TL: Tidak, kau tak bisa mengajari **mainan tua ini tipuan baru**.

Shift in this datum is structure shift. In this datum, structure shift is found in two noun phrases **this old toy** and **new tricks**. The first noun phrase, **this old toy**, is translated into noun phrase **mainan tua ini**. The noun phrase **this old toy** is constituted by modifier (this) + modifier (old) + head (toy). In the TL, the noun phrase **mainan tua ini** consists of head (mainan) + modifier (tua) + modifier (ini). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

The second structure shift in this datum is found in **new tricks**. The data shows that the noun phrase **new tricks** is translated into noun phrase **tipuan baru**. The noun phrase **new tricks** is constituted by modifier (new) + head (tricks). In the TL, the noun phrase **tipuan baru** consists of head (tipuan) + modifier (baru). This changing of noun phrase sequence happens due to the different linguistic system

between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

121. 329/TS4/01:00:47,895 --> 01:00:50,188

SL: Well, I saw **your lamp** in the window...

TL: Yah, aku melihat **lampumu** di jendela...

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **your lamp** is translated into noun phrase **lampumu**. The noun phrase **your lamp** is constituted by modifier (your) + head (lamp). In the TL, the noun phrase **lampumu** consists of head (lampu) + modifier (-mu). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

122. 333/TS4/01:01:04,703 --> 01:01:05,703

SL: **Will you look at that?**

TL: **Lihatlah itu.**

Shift in this datum is structure shift. In this datum, it can be seen that an interrogative sentence **Will you look at that** is translated into an imperative sentence **lihatlah itu**. This changing from interrogative sentence into an imperative sentence happens due to the translator's preference in choosing sentence style in translating this sentence. This changing is called structure shift.

123. 335/TS4/01:01:29,436 --> 01:01:30,436

SL: **I am?**

TL: **Sungguh?**

Shift in this datum is unit shift. This datum shows that the interrogative sentence **I am** is translated into a single word acting as an adverb **sungguh** in TL. So, this replacement from the sentence into a single word acting as an adverb is unit shift.

124. 345/TS4/01:03:00,610 --> 01:03:03,362

SL: Yeah, with **my voice box!**

TL: Ya, dengan **kotak suaraku!**

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **my voice box** is translated into noun phrase **kotak suaraku**. The noun phrase **my voice**

**box** is constituted by modifier (my) + modifier (voice) + head (box). In the TL, the noun phrase **kotak suaraku** consists of head (kotak) + modifier (suara) + modifier (-mu). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

125. 354/TS4/01:05:14,744 --> 01:05:16,328

SL: If we hurry, we can get him before they **lock him up**.

TL: Jika kita cepat, kita bisa meraihnya sebelum mereka **mengurungnya**.

Shift in this datum is unit shift. This datum shows that the verb phrase **lock up** is translated into a verb **mengurung** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a single word acting as a verb is unit shift.

126. 355/TS4/01:05:20,542 --> 01:05:21,959

SL: No, no, no. There's no time. We can easily **get back** inside.

TL: Tidak, tidak, tak ada waktu. Kita bisa mudah **kembali** ke dalam.

Shift in this datum is unit shift. This datum shows that the verb phrase **get back** is translated into a verb **kembali** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. So, this replacement from a verb phrase into a single word acting as a verb is unit shift.

127. 356/TS4/01:05:23,128 --> 01:05:24,169

SL: **By my count**, there were only four dummies.

TL: **Saat kuhitung**, ada empat boneka bawahannya.

Shift in this datum is unit shift. This datum shows that the prepositional phrase **by my count** is translated into a clause **saat kuhitung** in TL. This replacement from a prepositional phrase into a clause is unit shift.

128. 357/TS4/01:05:25,338 --> 01:05:26,380

SL: We **outnumber** them. So, we have the advantage.

TL: **Jumlah** kita lebih banyak. Kita punya keuntungan.

Shift in this datum is class shift. In this datum, the verb **outnumber** is translated into a noun **jumlah** in TL. This changing from a verb into a noun is class shift.

129. 364/TS4/01:05:55,619 --> 01:05:57,494

SL: That's not what I **meant**.

TL: Bukan itu **maksudku**.

Shift in this datum is class shift. In this datum, the verb **meant** is translated into a noun **maksud** in TL. This changing from a verb into a noun is class shift.

130. 365/TS4/01:05:57,662 --> 01:05:59,038

SL: Bonnie **needs** Forky.

TL: Bonnie **butuh** Forky.

Shift in this datum is unit shift. This datum shows that the verb phrase **needs** is translated into a single word acting as verb **butuh** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. This replacement from a verb phrase into a single word acting as verb is unit shift.

131. 367/TS4/01:06:11,426 --> 01:06:13,260

SL: Something **a lost toy** wouldn't understand.

TL: Sesuatu yang tak dipahami **mainan yang hilang**.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **a lost toy** is translated into noun phrase **mainan yang hilang**. The noun phrase **a lost toy** is constituted by modifier (a) + modifier (lost) + head (toy). In the TL, the noun phrase **mainan yang hilang** consists of head (mainan) + modifier (yang) + modifier (hilang). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

132. 370/TS4/01:06:55,095 --> 01:06:56,470

SL: I don't **leave** toys **behind**, Buzz.

TL: Aku tak **meninggalkan** mainan, Buzz.

Shift in this datum is unit shift. This datum shows that the verb phrase **leave behind** is translated into a single word acting as verb **meninggalkan** in TL. Though both are in the same class, that is verb, they are patterned differently in the

unit. This replacement from a verb phrase into a single word acting as verb is unit shift.

133. 380/TS4/01:12:40,106 --> 01:12:41,106

SL: **Uh, you're welcome.**

TL: **Sama - sama.**

Shift in this datum is unit shift. This datum shows that the sentence **you're welcome** is translated into a word acting as adverb **sama-sama** in TL. This replacement from a sentence into a verb is unit shift.

134. 382/TS4/01:13:09,510 --> 01:13:11,762

SL: Quick! Before she **finds** it!

TL: Cepat! Sebelum dia **menemukannya!**

Shift in this datum is unit shift. This datum shows that the verb phrase **finds** is translated into a single word acting as verb **menemukan** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. This replacement from a verb phrase into a single word acting as verb is unit shift.

135. 390/TS4/01:14:45,314 --> 01:14:47,941

SL: **The spinny ride with lights and horses.**

TL: **Wahana berputar dengan lampu dan kuda.**

In this datum, there are two kinds of shift. The first one is structure shift. In this datum, it can be seen that the noun phrase **the spinny ride** is translated into noun phrase **wahana berputar**. The noun phrase **the spinny ride** is constituted by modifier (the) + modifier (spinny) + head (ride). In the TL, the noun phrase **wahana berputar** consists of head (wahana) + modifier (berputar). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

The second one is intra-system shift. In this datum, it can be seen that the noun **lights** and **horses** belong to plural noun which is translated into singular noun **lampu dan kuda** in the target language. This shift happens because of the difference of grammatical system between both SL and TL. But it is common if word **lights** and **horses** were translated into **lampu-lampu** dan **kuda-kuda**. It is only the translator's

preference. The changing of this noun phrase form is called intra-system shift.

136. 392/TS4/01:14:50,153 --> 01:14:51,736

SL: **Carousel**. Yes! Meet me at the carousel.

TL: **Kuda putar**, ya! Temui aku di kuda putar.

Shift in this datum is unit shift. This datum shows that the noun **carousel** is translated into a noun phrase **kuda putar** in TL. Though both are in the same class, that is noun, they are patterned differently in the unit. This replacement from a noun into a noun phrase is unit shift.

137. 395/TS4/01:15:16,679 --> 01:15:18,263

SL: Harmony wasn't **your only chance**, Gabby.

TL: Harmony tak hanya **satu - satunya kesempatanmu**, Gabby.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **your only chance** is translated into noun phrase **satu-satunya kesempatanmu**. The noun phrase **your only chance** is constituted by modifier (your) + modifier (only) + head (chance). In the TL, the noun phrase **satu-satunya kesempatanmu** consists of modifier (satu-satunya) + head (kesempatan) + modifier (-mu). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

138. 396/TS4/01:15:18,347 --> 01:15:19,556

SL: But we have to hurry. **Come on**.

TL: Tapi kita harus cepat, **ayo!**

Shift in this datum is class shift. In this datum, the verb phrase **come on** is translated into a verb **ayo** in TL. Though both are in the same class, that is verb, they are patterned differently in the unit. This changing from a verb phrase into a verb is class shift.

139. 399/TS4/01:15:49,837 --> 01:15:52,255

SL: "There are **plenty of kids** out there. "

TL: "Ada **banyak anak** di luar sana"

Shift in this datum is intra-system shift. In this datum, it can be seen that the noun phrase **plenty of kids** belong to

plural noun which is translated into plural nouns **banyak anak** in the target language. This shift happens because of the difference of grammatical system between both SL and TL. In TL, when a noun is modified with an expression of quantity like word **banyak**, the noun cannot be followed by its repetition like **banyak anak-anak**. The changing of this noun phrase form is called intra-system shift.

140. 403/TS4/01:16:10,233 --> 01:16:14,069

SL: Well, if you sit on a shelf **the rest of your life**, you'll never find out, will you?

TL: Jika kau duduk dalam lemari **seumur hidupmu**, kau tak akan pernah bisa tahu 'kan?

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **the rest of your life** is translated into noun phrase **seumur hiduomu**. The noun phrase **the rest of your life** is constituted by modifier (the) + modifier (rest) + prep (of) + modifier (your) + head (life). In the TL, the noun phrase **seumur hidupmu** consists of modifier (seumur) + head (hidup) + modifier (-mu). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

141. 406/TS4/01:18:09,727 --> 01:18:11,394

SL: This is **the fastest way to the carousel**.

TL: Ini **jalan tercepat ke kuda putar**.

There two kinds of shift in this datum. The first one is structure shift. In this datum, it can be seen that the noun phrase **the fastest way** is translated into noun phrase **jalan tercepat**. The noun phrase **the fastest way** is constituted by modifier (the) + modifier (fastest) + head (way). In the TL, the noun phrase **jalan tercepat** consists of head (jalan) + modifier (tercepat). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

The second one is unit shift. This datum shows that the noun **the carousel** is translated into a noun phrase **kuda**

**putar** in TL. Though both are in the same class, that is noun, they are patterned differently in the unit. This replacement from a noun into a noun phrase is unit shift.

142. 407/TS4/01:18:11,562 --> 01:18:12,687

SL: You made **the last jump**.

TL: **Lompatanmu sebelumnya** berhasil.

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **the last jump** is translated into noun phrase **lompatanmu sebelumnya**. The noun phrase **the last jump** is constituted by modifier (the) + modifier (last) + head (jump). In the TL, the noun phrase **lompatanmu sebelumnya** consists of head (lompatan) + modifier (-mu) + modifier (sebelumnya). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

143. 409/TS4/01:18:20,404 --> 01:18:22,363

SL: He's the toy that went on to crash 40 feet into **that target!**

TL: Dia mainan yang mampu melompat 40 kaki menuju **sasaran itu!**

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **that target** is translated into noun phrase **sasaran itu**. The noun phrase **that target** is constituted by modifier (that) + head (target). In the TL, the noun phrase **sasaran itu** consists of head (sasaran) + modifier (itu). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

144. 412/TS4/01:19:09,912 --> 01:19:10,912

SL: All right, **our turn!**

TL: Baik, **giliran kita!**

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **our turn** is translated into noun phrase **giliran kita**. The noun phrase **our turn** is constituted by modifier (our) + head (turn). In the TL, the noun phrase **giliran kita** consists of head (giliran) +

modifier (kita). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

145. 420/TS4/01:21:10,032 --> 01:21:12,951

SL: This is **the most noble thing a toy can do**.

TL: Ini **hal terhormat yang bisa dilakukan mainan**.

In this datum, there are two utterances which reflect structure shift. The first one is a noun phrase **the most noble thing**. The data shows that the noun phrase **the most noble thing** is translated into noun phrase **hal terhormat**. The noun phrase **the most noble thing** is constituted by modifier (the) + modifier (most) + modifier (noble) + head (thing). In the TL, the noun phrase **hal terhormat** consists of head (hal) + modifier (terhormat). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

The second one is a clause **a toy can do**. This clause is in the form of active sentence. The data shows that this active clause **a toy can do** is translated into a passive voice clause **yang bisa dilakukan mainan**. The active clause **a toy can do** is constituted by subject (a toy) + modal (can) + verb (do). In the TL, the passive voice clause **yang bisa dilakukan mainan** consists of subject (yang) + modal (bisa) + passive voice verb (dilakukan) + object (mainan). This changing from active into passive clause happens to get the appropriateness of the translation. This changing is called structure shift.

146. 427/TS4/01:27:28,952 --> 01:27:30,369

SL: **So long**, Forky.

TL: **Sampai jumpa**, Forky.

Shift in this datum is class shift. In this datum, the adjective phrase **so long** is translated into a noun **sampai jumpa** in TL. This changing from a verb phrase into a verb is class shift.

147. 428/TS4/01:28:27,844 --> 01:28:30,012

SL: And **beyond**.

TL: Dan **melampauinya**.

Shift in this datum is class shift. In this datum, the preposition **beyond** is translated into a verb **melampauinya** in TL. This changing from a verb phrase into a verb is class shift.

148. 429/TS4/01:30:25,670 --> 01:30:27,087

SL: All right. **Nice job**, gang!

TL: Baik. **Tugas bagus**, semuanya!

Shift in this datum is structure shift. In this datum, it can be seen that the noun phrase **nice job** is translated into noun phrase **tugas bagus**. The noun phrase **nice job** is constituted by modifier (nice) + head (job). In the TL, the noun phrase **tugas bagus** consists of head (tugas) + modifier (bagus). This changing of noun phrase sequence happens due to the different linguistic system between English and Indonesian. The changing of this noun phrase pattern is called structure shift.

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